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ABSTRACT

Designed to provide for the improvement of student career development through group guidance instruction, the career guidance component is one of three instructional components of the Research for Better Schools' career education program and is composed of four items. The general information manual provides background information, the rationale and basic philosophies, program description, and implementation procedures. The remaining items make up the group-oriented curriculum designed to provide teachers and guidance counselors with resource materials and procedures for helping secondary school students with career decisions, and the goal-setting, planning, and action associated with this process. The curriculum has three core units: (1) career goals and plan, (2) values and decisions, and (3) career specialization. Two supplementary units, job analysis and career exploration selection, are included to link the program with student experiential learning or work experience programs. (LRA)

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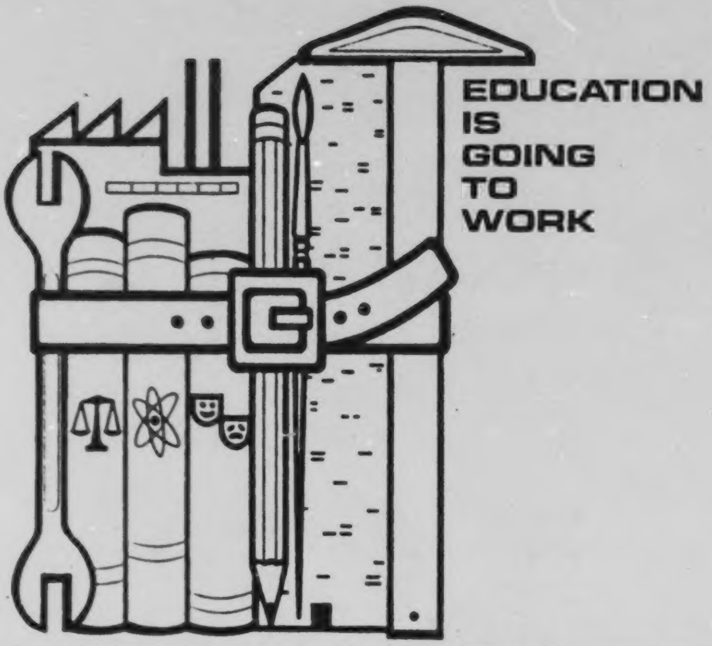

Research for Better Schools Career Education
Career Guidance

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Research For Better Schools
Philadelphia, Pennsylvania
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CAREER GUIDANCE

The CAREER GUIDANCE component of RBS CAREER EDUCATION provides for the improvement of student career development through a program of group guidance instruction which assists students in acquiring the knowledge and skills needed to assess and relate their experiences in and outside the school. The implementation of this component results in the establishment of scheduled guidance groups working with a process skills curriculum: *CAREER CLARIFICATION: A PROBLEM-SOLVING APPROACH.*

The CAREER GUIDANCE materials in the RBS CAREER EDUCATION LIBRARY describe the organization and operation of CAREER GUIDANCE with suggestions for counselors on articulation with individual counseling and with regular pupil personnel services in the school. These materials include:

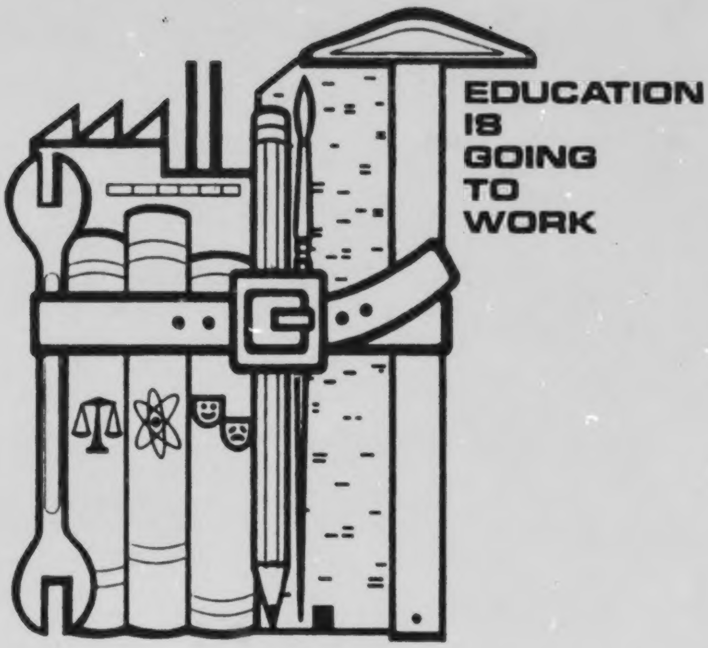
GENERAL INFORMATION HANDBOOK

CAREER CLARIFICATION: A PROBLEM-SOLVING APPROACH
(Instructor's Edition)

SUPPLEMENTARY UNITS

Career Exploration Selection	*(Instructor's Edition)*
Job Analysis	*(Instructor's Edition)*

Information is also included on ordering student editions of CAREER GUIDANCE materials, as well as obtaining additional copies of forms and materials for the instructor.


EDUCATION
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CAREER GUIDANCE COMPONENT:

GENERAL INFORMATION HANDBOOK

Research For Better Schools
Philadelphia, Pennsylvania
1975

RESEARCH FOR BETTER SCHOOLS, INCORPORATED (RBS), is a private, non-profit educational research laboratory located in Philadelphia, Pennsylvania. The GENERAL INFORMATION HANDBOOK is part of a series of curriculum and procedural materials developed by the RBS CAREER EDUCATION PROGRAM (Louis M. Maguire, Director) for a pilot project in experience-based career education (EBCE). Additional materials in this series include:

CAREER CLARIFICATION PROGRAM
JOB ANALYSIS
CAREER EXPLORATION SELECTION

CAREER GUIDANCE COMPONENT: GENERAL INFORMATION HANDBOOK was prepared by Charles A. Tarino.

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INTRODUCTION

RBS CAREER EDUCATION provides secondary school students with the opportunity to learn about the world-of-work. The program is not an alternative to the existing school, nor does it wholely replace any part of it. Rather it is a complement to the existing school program. The school's existing guidance structure and the ongoing guidance program and procedures are the starting points for planning and implementation of the CAREER GUIDANCE component of RBS CAREER EDUCATION.

The CAREER GUIDANCE component of RBS CAREER EDUCATION provides for the improvement of student career development through a program of group guidance instruction. The implementation of this component involves the establishment of scheduled guidance groups working with a process skills curriculum: the *Career Clarification Program: A Problem-Solving Approach.* This manual provides background information, the rationale and basic philosophies, program description, and implementation procedures for the CAREER GUIDANCE component.

THE RBS CAREER EDUCATION PROGRAM

The RBS Career Education program consists of a facilitating structure, career-oriented content and experiences, and an integrative process for the improvement of career awareness and the expansion of student opportunities to learn through experiences outside the school. This is accomplished through three program components: (1) the Academic Resource Center, (2) the Career Development Component, and (3) the Career Guidance Component. The central theme of the program is the development of career goals through student participation in community based activities.

The CAREER GUIDANCE component features planned, structured group and individual learning activities which promote internalization and integration of academic and occupational experiences. These learning activities recognize both the cognitive and affective nature of career choice, planning, and implementation.

The learning conditions governing the Career Guidance program include:

- The process is student-centered. The focus is upon learning rather than teaching. The concern of an activity is its utility to the student's needs (academic, social, and career).
- The student learns through active involvement in problem-solving.
- Significant judgments, choices, and decisions are the prerogatives of the student.
- The exploration of alternatives and the search for new interpretations, ideas, and solutions are inherent in the learning process.
- The student is involved in establishing personally-derived objectives rather than solely accepting institutionally-defined goals.
- Learning how to learn is inherent in the process.
- Teachers and resource personnel are facilitators of learning. The student and instructor collaborate to establish learning and performance objectives.
- Since knowledge *per se* does not necessarily lead to desirable behavior, an integrative process linking the affective and cognitive functions is relevant program content.
- Self-evaluation is fundamental; evaluation by others is growth-oriented rather than merely grade-related.
- Feedback from staff and community participants is descriptive, not judgmental.
- Student ideas, opinions, and suggestions are valued as program modifiers.

A RATIONALE FOR CAREER GUIDANCE

Guidance begins with an individual's freedom and responsibility to make decisions. The need for guidance becomes critical when a student must choose among a number of vague alternatives. Guidance is not merely performing services for students, such as providing information about the academic program, processing college applications, or aiding in a job search. A more essential function is developmental and educative. Guidance is a *process* in which a *qualified* person assists another to appraise himself/herself, to make decisions consistent with this appraisal, and to assume responsibility for acting on these decisions. A student is helped not only to deal with immediate concerns, but to identify more deeply who he/she is and what he/she might become. Through guidance, the student learns to guide himself/herself.

In view of the importance of work in our society, choice of occupation must be considered a major life decision although the process usually followed by most young people in making career decisions does not reflect this importance. The literature documents the impermanence of early occupations decisions. Much occupational mobility is unquestionably due to ever-changing occupational requirements and economic factors. However, a significant portion of these changes must be attributed to members of the labor force having made their selections based upon inadequate information about, and experience with, the world-of-work. The CAREER GUIDANCE component attempts to improve student's understanding of: (1) the work environment and its limitless opportunities; (2) personal strengths and weaknesses, goals and plans, and (3) the degree to which personal academic accomplishments can service emerging life-career goals.

PHILOSOPHICAL BASIS FOR THE CAREER GUIDANCE COMPONENT

The CAREER GUIDANCE component operates within a set of philosophical beliefs that are fundamental to an experiential career education program. Its goals and activities are consistent with the following philosophical assumptions:

- The student is accepted as a valuable and unique individual, capable of growth toward self-initiated learning and achievement.
- The student assumes active responsibility for personal learning.
- The needs of the student define the learning activities and materials.
- The significance of the learning activities and materials is collaboratively defined by the student and others (teachers, parents, and community participants).
- A central theme is individuality. The program services the individual rather than the individual servicing the program.
- Thinking and problem-solving are emphasized. Problem-solving concerns real-life, individually-oriented situations, rather than rigid textbook exercises and classroom situations.
- The focus is on exploration and discovery. The learning of facts is guided by problem relevance and solution.
- Individual responsibility is paramount. The student decides what is needed and assumes the responsibility for his/her own learning.
- Resources are available to assist the student in the problem-solving learning-teaching mode which facilitates the discovery and definition of problems, aids information-seeking, and encourages decision-making.

AN OVERVIEW OF THE CAREER GUIDANCE COMPONENT

The CAREER GUIDANCE component is a personally-oriented program designed to help the student bridge the gaps among personal expectations, capabilities, and experience. It is an integral part of the experience-based career education concept and requires students to interpret academic and work-related experiences in the light of overall personal development. The ultimate aim is to give the student the capability to guide himself/herself, for only then can the student maximize his/her work-oriented and academic experiences for a satisfactory career choice.

The CAREER GUIDANCE component is designed to help students develop self-evaluation, problem-solving, and decision-making skills. Its aim is to assist students in coordinating academic accomplishments and the knowledge gained through learning experiences in the community with the self-knowledge developed through individual counseling and group guidance activities.

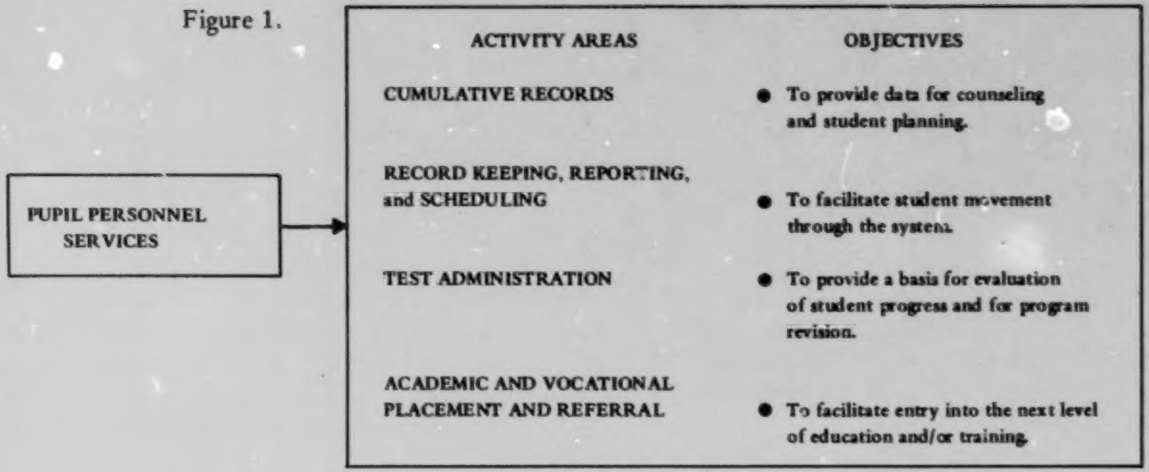
The CAREER GUIDANCE component provides three major services to students:

1. Individual guidance for personal development needs, as well as program needs, such as scheduling, course selection, and credit allocation.
2. Course content which utilizes the group guidance experience to develop skills of self-assessment, problem-solving and decision-making, communication, and information processing.
3. Articulation and correlation of student participation in career education activities with the school's existing program.

Structure of the Career Guidance Component

The CAREER GUIDANCE component consists of Pupil Personnel Services and Guidance and Counseling Services. The function of Pupil Personnel Services is to assist program personnel in meeting the educational, social, and vocational needs of students. The Guidance and Counseling function, in contrast, is developmental and growth-oriented. This function, using both the individual and group format, is the primary vehicle: (1) to assist the student to use self-appraisal; (2) to stimulate and foster career plans and decision-making; and (3) to promote student assumption of responsibility for action on personal decisions. The following diagrams (Figures 1-3) outline these functions.

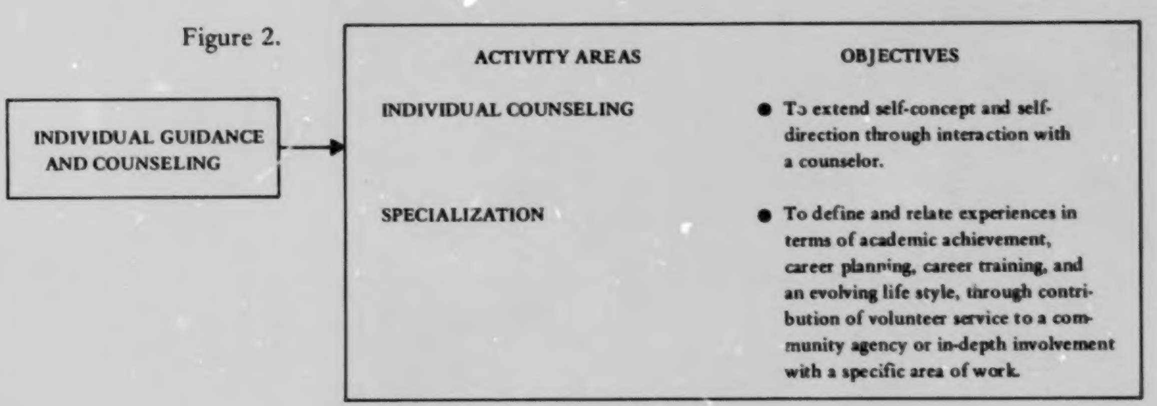
Figure 1.



PUPIL PERSONNEL SERVICES →

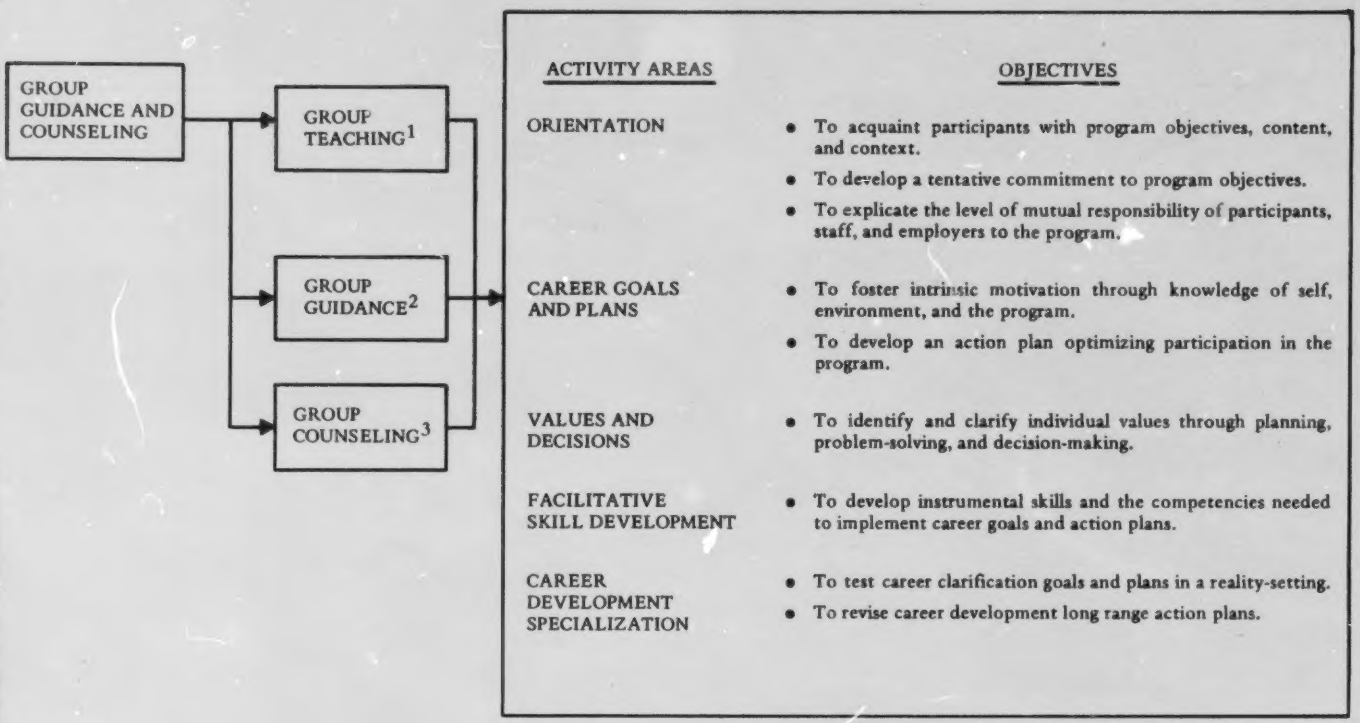
ACTIVITY AREAS	OBJECTIVES
CUMULATIVE RECORDS	● To provide data for counseling and student planning.
RECORD KEEPING, REPORTING, and SCHEDULING	● To facilitate student movement through the system.
TEST ADMINISTRATION	● To provide a basis for evaluation of student progress and for program revision.
ACADEMIC AND VOCATIONAL PLACEMENT AND REFERRAL	● To facilitate entry into the next level of education and/or training.

Figure 2.



INDIVIDUAL GUIDANCE AND COUNSELING →

ACTIVITY AREAS	OBJECTIVES
INDIVIDUAL COUNSELING	● To extend self-concept and self-direction through interaction with a counselor.
SPECIALIZATION	● To define and relate experiences in terms of academic achievement, career planning, career training, and an evolving life style, through contribution of volunteer service to a community agency or in-depth involvement with a specific area of work.



ACTIVITY AREAS	OBJECTIVES
ORIENTATION	• To acquaint participants with program objectives, content, and context. • To develop a tentative commitment to program objectives. • To explicate the level of mutual responsibility of participants, staff, and employers to the program.
CAREER GOALS AND PLANS	• To foster intrinsic motivation through knowledge of self, environment, and the program. • To develop an action plan optimizing participation in the program.
VALUES AND DECISIONS	• To identify and clarify individual values through planning, problem-solving, and decision-making.
FACILITATIVE SKILL DEVELOPMENT	• To develop instrumental skills and the competencies needed to implement career goals and action plans.
CAREER DEVELOPMENT SPECIALIZATION	• To test career clarification goals and plans in a reality-setting. • To revise career development long range action plans.

[1] A formal, leader-oriented work group using knowledge of group organization and structure to enhance cognitive learning.

[2] A member-oriented work group stressing cognitive, informational content using informal self-directing techniques and discussions.

[3] Support, re-education, and readjustment related to intellectual, social, and vocational affective development of group members through discussion and interpersonal relationships.

Figure 3.

Pupil Personnel Services

The Pupil Personnel Services assist the school staff and community participants to secure, interpret, and use information concerning the characteristics and needs of students for program planning and implementation. They also assist students with program planning and placement. The six major service areas are:

1. *Demographic and Personal Information* useful in learning about each student's development and history. These data are to be used for professionally-monitored functions. This information includes each participant's:
    - a. Physical condition and health record
    - b. Family background
    - c. Experiences and achievements
    - d. School attendance
    - e. Problems
    - f. Attitudes, feelings, and emotional adjustments
    - g. Interests and special talents
    - h. Social development
    - i. School achievements
    - j. Scholastic aptitudes
    - k. Test scores – achievements, intelligence, reading, etc.

    It is assumed that much of this information already exists in the school. The decision must be made whether to use existing files or organize the data separately for career education purposes. A separate file in a format that protects confidentiality is advised since much of the data is utilized in group activities and resource-site programs.
2. *Cumulative information* gathered as the student participates in the program. This information is gathered as a function of individual and group activities. If the career education counselor functions in concert with another counselor or in a team, a mechanism must be available to articulate observations to all responsible personnel. Data that are judged significant in terms of social, academic, and/or vocational development should be included in the students' permanent folder. In general, this cumulative folder should include information concerning the following:
    - a. Readiness of student for various types of learning experiences
    - b. Achievement in subject areas
    - c. Special interests and abilities displayed by individuals
    - d. Individual health and personality problems that may result in special learning problems
    - e. Personal goals and objectives of students and their educational and occupational plans.

3. Scheduling information about available program opportunities for students. In the pilot program, a *Career Exploration Catalog* was maintained by the Career Guidance/Career Development team as a scheduling information aid for staff and students. Information on the preparation and maintenance of such a catalog is included in the Appendix. The ability to relate the school's academic program and graduation requirements to specific resource-site activities is imperative for the guidance of students and staff. The interpretation of resouce programs in terms of academic credits and the degree to which resource-site credits are interchangeable with specific traditional course credits are critical considerations at both the policy and operational level.

   Scheduling is never solely a mechanical process. The strongest aid to effective student scheduling is detailed knowledge of both the student and the experience-based program.

4. Testing information useful for student placement. Placement of students in some program activities is based, in part, on student performance on standardized tests. The group guidance curriculum utilizes available standardized achievement, aptitude, and interest measures as programmatic inputs. The *Self-Directed* Search is a vehicle for student selection of explorations and specializations. Timing of test administration should permit the use of test results in scheduling, planning, and programming, as well as in any program evaluation effort.

5. *Reporting* academic progress and career growth is a guidance responsibility within the career education program. However, the format and manner of interpreting student progress are policy and administrative decisions. The counselor merely implements these decisions. However, since student referral and placement involve the counselor, he/she has an obligation to insure that the kinds of information needed for future entrance in higher education and/or the world-of-work are reflected in the reporting system. The reporting problems inherent in career education are the same as in any new program. The only general direction that can be given is that each activity be annotated as fully as possible. The performance criteria used to validate the granting of grades and credits should be indicated.

   The reporting of student progress on a regular basis requires that administrative attention be paid to the articulation requirements among the career education program, the school staff, and the community to insure that the question of grading and the granting of credits function to the benefit and progress of the student. Specifically, the entire school teaching staff should be made aware of the value and of resource-site experiences.

6. *Referral and Placement* of students are guidance activities that require efficient and effective data received on student activities. Career planning also requires decisions based on information and experience. The counselor

must have available or within easy referral range pertinent information to be used by the student in making academic and career choices and plans, including:

a. information concerning educational opportunities and requirements beyond secondary school,
b. current information about local and national occupational opportunities, requirements, trends, and employment conditions,
c. information concerning agencies and persons qualified to render assistance for educational, vocational, or employment needs, and
d. special materials and programs to inform students, parents, and the community about career education.

Guidance and Counseling

Component individual and group counseling rests first upon the skills and commitment of the counselor. A counselor's competence may be described by adequacy of training, versatility in techniques, and extent of experience. RBS CAREER EDUCATION places a special emphasis on extensive knowledge of, and experience with, the economic sector in general and the resource-site programs in specific. This requirement cannot be minimized, for counselor inputs isolated from the realities of the resource experience are inadequate to the needs of student growth towards career clarification and personal maturity.

These specifications make no attempt to prescribe an orientation toward career guidance but rather indicate certain basic principles that define a sound guidance organization.

1. Career guidance is as much a part of an educational program as the teaching of any discipline. To consider guidance as incidental to instruction is to lose sight of its essential value.
2. A career guidance program evolves from the individual characteristics and needs of the students and the community.
3. Responsibility for the operation of the career guidance program should be given to qualified staff members with adequate time to carry out the tasks.
4. A well-developed career guidance program provides needed services to all students, not just to those identified as work-oriented.
5. Personnel assigned to special guidance responsibilities, such as group counseling, should be competent to perform in those areas. If limitations in training and experience restrict the areas in which individuals can adequately perform, these limitations need to be considered.
6. Counselors with special qualifications should be assigned duties that make most effective use of their abilities.
7. The effectiveness of competent counselors can be increased through the provision of time, materials, and ancillary personnel. Routine assignments

which tend to impair counselor relationships with students or to consume time represent a waste of valuable skills and abilities.

8. A career guidance program can be strengthened by using community resources as an integral element of the counseling process.

Group guidance is performed in a variety of situations within the CAREER GUIDANCE component. These are orientations and group information-processing activities in the recruitment and selection of students. The group, as a principal process of guidance, is utilized in the *Career Clarification Program.*

The Content of the Career Guidance Component

There is a structured information processing and instructional component to the CAREER GUIDANCE component. The career information library which exists within most secondary school guidance departments becomes a widely used resource. The major content input to the CAREER GUIDANCE component is the *Career Clarification Program.*

The purpose of this group-oriented curriculum is to provide teachers and guidance counselors with resource materials and procedures which are used in helping secondary school students with making career decisions, and the goal-setting, planning, and action associated with this process. The materials lend themselves to both cognitive and affective outcomes. The objectives of the group and predilection of the leader will influence which of the two becomes the dominant process focus. The materials and procedures are designed primarily for work with student groups which are of classroom size or smaller. The program has three core units: (1) Career Goals and Plans, (2) Values and Decisions, and (3) Career Specialization. Two supplementary units have also been developed to link the program with student experiential learning or work experience programs.

Unit One: Career Goals and Plans

This unit: (1) orients students to the *Career Clarification Program,* and (2) paces them through assessment of personal needs and a personal audit. The objectives of this comprehensive process are to facilitate student career goal-setting and action planning. The methodology is the integration of "self-oriented" processes derived from the applied behavioral sciences and cognitive, self-generated data extracted from psychometrics, statistics, the economic sector, and other relevant sources. These activities enable the student to define personal goals and to understand his/her readiness to achieve them. Structured exercises and materials facilitate the participant's assessment of himself/herself and the significant environment. This environment includes the school, the community, and participating elements of the economic sector. The ultimate objective for the student is the formulation of an action plan to serve as an initial intrinsic motivator for continued individual career development.

Unit Two: Values and Decisions

The second curricular unit directs the student's attention to a definition of his/her personal value system and its relationship to social, academic, and world-of-work goals. The intent of the unit is to personalize these goals, plans, and actions. Personalization is the process of making plans and taking action within the context and knowledge of personal values. Personalization requires that the student define and internalize those dominant beliefs that influence his/her actions.

A basic assumption of the curricular sequence is that programmatic assistance is essential, but help should be offered without prescription. Therefore, there is a conscious design on the part of the materials to avoid deliberate inculcation of such "first-order values" as achievement and ambition. However, "second-order values," such as inquiry, rationality, planfulness, non-arbitrariness, and control and anticipation of the future, are integral objectives of the materials and related activities. The process employed in the exercises reflects the continuing emphasis on information-processing, communication, and rational problem-solving.

Unit Three: Career Specialization

The third segment of this curriculum places the student in a position to test emergent self-knowledge, career awareness, and readiness through in-depth, on-site interaction with either a volunteer social service or the economic sector. In this work situation, the student is forced to rely on personal intellectual and moral resources. This reality-based experience helps the student bridge the gap between the world-of-work as concept and as an actuality. These *specialization* activities, using the contract as a motivating device, place the participant in the midst of experiences which provide reality-level feedback in terms of the needs and expectations of the economic sector and the student's degree of readiness to perform in this non-school environment. The curriculum materials provide the resources to place and monitor the student in this resource-based activity.

Supplementary Units: Job Analysis and *Career Exploration Selection*

Students participating in the career education program will be exposed to many different jobs as they participate in the activities available to them at community resource sites. The amount of information related to them can, in effect, snowball, and overwhelm the students if they are not taught to organize it systematically. *Job Analysis* has been designed to help students organize the information they receive about the jobs they are exposed to at the community resource sites. The objective information that students collect using the job analysis process are interpreted by them in terms of their own job related interests and values.

Career Exploration Selection has been designed to assist the student and the guidance group instructor in scheduling Career Explorations. The unit contains a guide for the guidance instructor and student exercises emphasizing the development of information-processing and decision-making skills.

Student Outcomes of Career Clarification Program

The *Career Clarification Program* is designed to promote student behaviors related to the following:

1. Self-appraisal through:
    a. feedback from diagnostic test results and academic achievement,
    b. dynamic information-processing systems utilizing current data generated by industry, government, and academic sources,
    c. integration of data with personally-derived academic and occupational goals,
    d. goal-setting and action-planning within a context of value clarification and personal value definition, and
    e. goal-setting and action-planning through an emphasis on alternative-seeking and problem-solving.
2. Practice in planning and decision-making as functional processes through the development of the facilitative skills of:
    problem-solving,
    information-processing,
    communications, and
    in-depth knowledge of the social-economic environment.
3. Personalized career clarification, career definition, and career planning through:
    a. personal development in terms of knowledge of self related to values, strengths, and weaknesses,
    b. integration of academic achievement, both past and present, with emergent life goals,
    c. integration of career plans with occupational information and multi-level academic information,
    d. integration of career plans with knowledge of, and attitude toward, the economic sector,
    e. integration of self with outcomes from experiences within the economic sector, and
    f. involvement with social service contributions to the community.

The program seeks to accomplish the following goals: (1) to increase the accuracy of the individual's self and environmental perceptions: (2) to improve the individual's ability to obtain information related to social, academic, and career development, and (3) to improve the individual's ability to make and execute plans, solve problems, make decisions, and take action.

The Career Guidance Roles

A critical requirement in the implementation of the CAREER GUIDANCE component is the use of reality-based experience in the industrial or commercial world. However, school counselors generally have had limited commercial or industrial experiences. Since advisement of career alternatives and choices is a goal of the career education program, this deficiency can be critical. By traditional definition, the guidance counselor is expected to provide all conceivable services under the rubric of "life adjustment and human development." Yet, the counselor does not have the professional training to provide all the services necessary. The team approach can be used to overcome the counseling staff's lack of experience in the commercial work world and provide overall program integration for the students. A team approach consisting of differentiated functions of self-, academic, and career development counseling can improve the guidance function and can better serve youth. The team, ideally, should include staff from each of three instructional components of RBS CAREER EDUCATION (counselors, resource coordinators, and the teachers staffing the Academic Resource Center). Each member contributes to the guidance function in significant, yet different, ways.

The CAREER DEVELOPMENT component has responsibility for the design and development of the community-based experiences in which students participate. These functions are closely interwoven into the guidance roles and functions. The members of the component staff, in collaboration with community resources, have information that is critical to student decision-making. The team concept provides a mechanism for insuring that information needed by students and resource community personnel is available when needed. The Career Development staff can counsel the students in terms of job entrance requirements, behaviors, etc., within a context of the work environment and can use the services of the community participants as reinforcement of the world-of-work point of view. The complementary roles of counselor and resource coordinator are so closely interrelated that a new combined role is worth school consideration.

The Academic Resource Center presents an excellent opportunity for role integration. The community resource-site experiences provide students with the intrinsic motivation to overcome basic academic skill deficiencies and/or move to higher academic levels. The revision of academic goals is a vital element of guidance.

The team concept provides for a broader definition of guidance. The concept implies that guidance and counseling is the legitimate role of all responsible adults who interact with students. Both resource coordinators and resource-site participants can and do provide relevant counseling to the student, as relevant as that occurring within the counselor's office at school. Further, the Academic Resource Center staff can now practice, in more meaningful ways, the counseling function that has always been represented in the teaching role. The guidance roles of the CAREER GUIDANCE component can, then, be defined in terms of the counselor and other school and community participants.

Administration.

The administrator supervising the implementation and operation of the program is responsible for:

1. Providing active leadership and support for the career guidance program.
2. Selecting and assigning properly qualified career guidance personnel.
3. Organizing a career guidance work group and encouraging its development as an on-going advisory and policy-recommending body for school-wide career education as well as the career guidance program.
4. Promoting and organizing orientations, in-service education, and articulation meetings in career guidance for all members of the school staff.
5. Providing adequate time, facilities and materials for planing and operations of the *Career Clarification Program.*
6. Encouraging the constant evaluation and improvement of the program.
7. Cases and problems involving community and public relations.
8. Major disciplinary cases as referred by the project director, counselor or field coordinator.
9. Questions involving granting of honors, awards school grades, credit, etc.
10. Any program difficulty or problem appealed by staff members, resource site personnel, or community participants.

Guidance Advisory Group

This group should include representatives of all elements of the program as well as guidance personnel. At certain critical decision points, the group may include members of the student body, parents, members of the general community, and resource-site representatives. Functions of the group include:

1. Assisting in appraisal of the career guidance program.
2. Making recommendations to the administration concerning the further development of career guidance services.
3. Keeping the faculty and the general public informed about the career guidance program, and its problems, and its needs.
4. Participating in the planning and conduct of career guidance related special projects, such as community and school orientations; surveys of student needs, local occupational and resource surveys, and other similar in-depth planing and pre-implementation activities.
5. Assisting in integration and coordination of the career guidance program with other components of career education and with the school's curriculum development program.

Guidance Planning Work Group

This group, composed of guidance personnel, is responsible for the organization, administration, and implementation of the CAREER GUIDANCE component. Specific responsibilities include:

1. Providing for the appraisal of the present guidance program and relating it to the CAREER GUIDANCE component.
2. Arriving at staff decisions on: (a) procedures for implementing the elements of the CAREER GUIDANCE component, (b) timelines at which elements of the program will be implemented, (c) facilities and resources to be used, and (d) types of training and professional growth activities which are necessary.
3. Representing the CAREER GUIDANCE component and its programs to parents and other community groups.
4. Planning and conducting student orientation sessions as preparation for recruitment.
5. Arranging for training and technical assistance in the area of career guidance.
6. Planning for and coordinating the career guidance services with activities provided by other components of RBS CAREER EDUCATION.

Personnel

Guidance personnel have the major responsibility for the continuous guidance of each student through the career education program. Their work is closely integrated with the instructional program of the school and resource-site activities.

Major responsibilities of guidance personnel include:

1. Assisting students in the selection of appropriate educational experiences within the school and the community.
2. Counseling students to help them attain better self-understanding.
3. Identifying and referring students with serious problems to appropriate school personnel.
4. Helping teachers, program staff, and resource-site participants understand and meet the individual needs of the students.
5. Promoting scholarship standards and values.
6. Promoting appropriate behavior standards and values within academic and resource sites.
7. Coordinating the guidance-related work of the school staff and resource participants.
8. Helping to develop and implement resource-site programs and activities.
9. Working closely with parents in regard to the educational progress and plans of their children.

Guidance personnel and Career Development personnel collaborate in:

1. Assisting resource-site representatives to design programs appropriate to the readiness level of students.
2. Assisting students to discover personal meaning and relevance in resource--site experiences.
3. Insuring that resource-site experiences reflect basic learning principles and conditions.
4. Assisting students, counselors, and resource-site participants in the design, monitoring, and evaluation of individual in-depth specializations.

The guidance personnel contribute to the teaching function in collaborating with the ARC staff:

1. To facilitate student integration of scholarship and personal career goals and plans.
2. To promote intrinsic motivation through counseling students in terms of academic growth through individualized learning.
3. To encourage personal growth through a climate of trust, respect, acceptance and on the uniquely personal nature of learning.

Guidance Personnel Role Requirements

To achieve operational success within the above context, guidance personnel should possess the following skills:

1. Effective working knowledge of the guidance and counseling process in terms of either academic guidance or industrial personnel counseling and training.
2. Knowledge of current developments in guidance and counseling approaches, techniques, and materials.
3. Functional knowledge of program planning activities, techniques, and approaches.
4. Effective human relations skills. The counselor will deal extensively with employer environments, community, state and federal officials.
5. Effective managerial skills to insure that the entire guidance system performs the critical integrative function of matching the needs of the individual student to the diverse curricular and experiential activities of the career education program.

Staff Training and Technical Assistance

The CAREER GUIDANCE component involves counselors and other program staff with some new tasks and some different settings. The over-all guidance function requires organizational changes and restructured roles. These changes are facilitated by the component materials and by staff training assistance. The component materials are intended to convey enough information about the component for a user to implement the program tailored to local needs. The Career Guidance materials consist of: (1) *General Information Handbook*, (2) the *Career Clarification Program*, and (3) two supplementary units: *Job Analysis* and *Career Exploration Selection.*

Technical assistance is a collaborative RBS-school district effort towards program development and implementation. It is based upon the premise that many worthy educational programs introduced into public schools fail because the focus is solely upon the content of the program to the exclusion of the dynamic change process inherent in its introduction into the school. Technical assistance is directed to developing the needed program support and overcoming resistance to the installation of RBS CAREER EDUCATION. It is estimated that component materials and eight half-day RBS-school staff training meetings can accomplish the level of staff readiness to implement the CAREER GUIDANCE component.

EVALUATING THE CAREER GUIDANCE COMPONENT

Evaluation of the guidance program is a means of determining its effectiveness and is essential, not only to maintain the status that has been attained, but to stimulate expansion and improvement of the program. The first step in evaluation is to formulate a clear statement of program purpose and objectives and then to develop a set of criteria against which program accomplishments may be measured.

An immediate objective of evaluation is to measure the *adequacy* of the program in terms of the services provided and the degree to which they exist. Such factors as time, facilities, and personnel provide a basis for setting up specifications on which to make a study of this kind. Frequency distributions and enumerations produce data that may be analyzed. Such information may be furnished to administrators to aid them in getting a clear picture of the student body, in curriculum planning, and in other planning based on meeting student needs.

Keeping a log of daily activities is one way to conduct a continuing study. The resulting data may be analyzed to determine:

1. Percentage of time guidance personnel spend on activities that could be performed more economically by trained clerical help.
2. Limitations of services in terms of counselor-counselee load.
3. Areas of career guidance services that are receiving less time than their importance warrants.
4. Understanding and acceptance of guidance services as evidenced by the number of voluntary interviews and the nature of the problems brought to the counselor.

Criteria for measuring *effectiveness* of career guidance services are more complex. Two methods frequently used in studies of effectiveness are: (1) survey by means of questionnaires, check lists, and follow-up studies to collect opinions, attitudes, and other data regarding behavior and adjustment, and (2) experimental methods, comparing one or more groups of individuals in terms of one or more variables. The former can be conducted by the career guidance staff; the latter in collaboration with RBS personnel.

Studies to measure effectiveness frequently are applied to organizational structure of a program. The purpose of such studies is to determine to what extent the objective of a particular function is being met. Example of such studies are:

1. How adequate is the career guidance staff in training and in number?
2. How adequate and appropriate are physical facilities?
3. To what extent do teachers participate in the program?
4. How competent is the counseling? To what extend did student behavior change from the beginning to conclusion of the program.
5. Is the individual's cumulative record complete and appropriate?
6. How much do students profit from informational services, individual counseling sessions, group activities, and orientation?
7. Are administrators, faculty, and other members of the staff assisted by the existing guidance program?
8. Has coordination of school, home, and community resources been strengthened by liaison efforts of the counselors?

OUTLINE OF COMPONENT PLANNING AND IMPLEMENTATION TASKS

This section lists the basic tasks for planning and implementing the CAREER GUIDANCE component:

1.0 To fully understand the philosophy of the CAREER GUIDANCE component of RBS CAREER EDUCATION.

2.0 To understand the CAREER GUIDANCE component in terms of student goals and objectives.

  2.1 To understand the objectives of Pupil Personnel Services.

  2.2 To understand the objectives of individual counseling and guidance activities.

  2.3 To understand the objectives of group counseling and guidance activities.

  2.4 To state the advantages and disadvantages of each element in terms of local constraints.

    2.41 physical facilities and personnel resources.

    2.42 characteristics of the student population.

    2.43 amount of flexibility desired in the program.

    2.44 time constraints.

    2.45 characteristics of the existing school budget.

    2.46 staff capabilities and student readiness.

3.0 To prepare a statement of career needs of youth in the district.

  3.1 To relate the career needs of students to the goals of the RBS program.

  3.2 To relate the career needs of the students to the goals and objectives of the CAREER GUIDANCE component.

  3.3 To adapt the goals and objectives of the RBS program to local needs and conditions

3.4 To adapt the goals and objectives of the component to local needs and conditions.

4.0 Select the guidance staff and organize the planning and advisory groups.

5.0 Train the guidance staff in skills needed to implement the component.

5.1 Analyze the tasks and related responsibilities which counseling performs to successfully implement the program.

5.2 Identify the compentencies required for successful performance of each task and responsibility.

5.3 Identify staff personnel best able to implement necessary roles.

5.4 Train guidance and resource staff.

5.5 Evaluate training procedures for effectiveness in producing desired behaviors.

6.0 Participate with other staff members in orientation sessions to insure complete understanding of: (a) the purpose and nature of the component, and (b) the relationship of the component to academic and resource-site programs.

7.0 Assess the existing guidance structure and roles to determine changes needed to implement the component.

7.1 Assess and redesign pupil personnel services.

7.11 Demographic and personal information.

7.12 Cumulative folder.

7.13 Scheduling procedures.

7.14 Testing programs.

7.15 Reporting procedures.

7.16 Referral and placement.

7.17 Information Services.

8.0 Assess and redesign individual counseling procedures in terms of career guidance.

8.1 Determine student/counselor ratios.

8.2 Design individual counseling anecdotal record-keeping systems.

9.0 Review, assess, and adapt the group guidance curriculum.

  9.1 Assign group guidance roles to staff.
  9.2 Review counseling and instructional procedures for helping youth achieve the career planning and developmental goals and the skill objectives of the curriculum.
  9.3 Review current guidance activities and resources for compatibility to curriculum needs.
  9.4 Prepare a detailed written description of the group guidance curriculum to be implemented (if it differs from the RBS curriculum in significant ways).
    9.41 sequence.
    9.42 materials.
    9.43 resources.
    9.44 roles.

10.0 Prepare an approved, written evaluation plan which describes the evaluation design and procedures, and lists instrument specifications for assessing whether or not students have achieved their career planning goals and objectives.

  10.1 Review the RBS evaluation instruments and techniques.
  10.2 Review other available evaluation instruments and techniques.
  10.3 Develop an evaluation plan for component operations.
  10.4 Submit the plan for review by key decision makers in the implementation site and make revisions as necessary.

11.0 Prepare an approved, detailed description of the proposed career guidance program. Include:

  11.1 goal statements.
  11.2 student objectives.
  11.3 sequence of activity descriptions.
  11.4 materials and resources needed.
  11.5 process objectives.
  11.6 management system with records and forms.
  11.7 evaluation procedures.

12.0 Print and/or have on hand in sufficient quantities:

  12.1 records and forms.

  12.2 test instruments.

  12.3 content materials and group guidance

  12.4 commercial materials, tape recorders, films, etc.

13.0 To plan student selection procedure.

  13.1 implement the student selection process.

  13.2 inform students and parents of acceptance.

14.0 Assign students to Career Guidance counselors.

15.0 Conduct orientation for participating students.

  15.1 test for academic and resource placement.

  15.2 pre-test for program evaluation purposes.

16.0 Review and evaluate contents of cumulative folders to provide data for program staff and resource-site participants.

  16.1 make data available to all qualified school personnel.

  16.2 Make selected data available to resource-site personnel.

17.0 Schedule students into Career Education Program.

18.0 Disseminate student schedules to facilitate articulation with academic staff in regular school program.

19.0 Circulate student schedules to designated administration and guidance staff for control and communications.

  19.1 Complete student rosters for attendance, grades, credit dispersion.

  19.2 Complete student rosters for resource-site, attendance travel, accommodations.

20.0 Conduct individual counseling on regular basis.

21.0 Perform activities of the group guidance curriculum: the *Career Clarification Program.*

22.0 Participate with others in monitoring resource-site activities.

23.0 Record and disseminate grades for each marking period.

24.0 Reschedule students in exploration programs at prescribed time intervals.

25.0 Plan "modified" programs for students with special needs.

26.0 Initiate Specialization activities.

  26.1 Conduct student interviews related to specialization process.

  26.2 Compile student preference lists for specializations.

27.0 Initiate and conduct searches for resource-site locations to accommodate specialization needs.

28.0 Implement student placement in specialization activities.

  28.1 Make contacts.

  28.2 Execute contracts.

  28.3 Monitor activities.

  28.4 Collaborate in student performance evaluation.

  28.5 Evaluate activity through grade and credits.

29.0 Recycle interested students through specialization process.

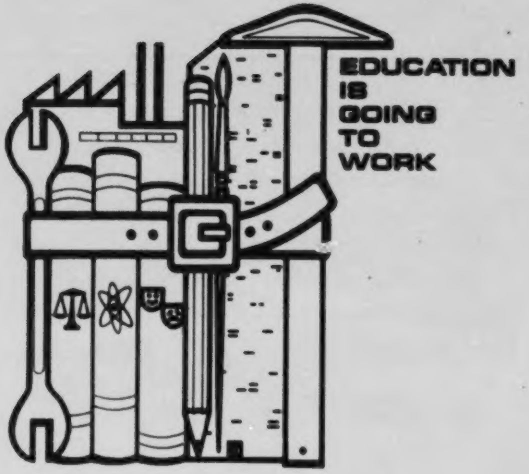
30.0 Evaluate Career Guidance function.

  30.1 Student outcomes.

  30.2 Program outcomes.

  30.3 Overall school outcomes.

APPENDIX


EDUCATION
IS
GOING
TO
WORK

Providing Information For Students:

THE CAREER EXPLORATION CATALOG

FOREWARD

In any implementation of RBS Career Education, students will be scheduling Career Exploration activities periodically throughout the year. In order to facilitate exploration choices, students and their advisors will need information about the activities which are available in the program. The *Career Exploration Catalog* is a means of providing this information. It is also used as a resource in the *Career Clarification Program* supplementary unit on *Career Exploration Selection.* The Career Development staff will be responsible for the collection of the information to be used in producing the *Career Exploration Catalog*, its production and maintenance should be the responsibility of one staff member.

The production and maintenance of the catalog are the subjects of this section. Additional uses of the catalog will also be suggested.

PRODUCTION AND MAINTENANCE TASKS

Production Tasks. Production tasks consist of: (1) writing a one- to two-page summary of each resource site's program, (2) arranging these summaries according to the designated cluster plan, (3) preparing a table of contents, (4) preparing a job index, (5) writing an explanatory foreword to the catalog, and (6) writing cover letters for each group that will receive a copy of the catalog.

A sample summary, table of contents, job index page, foreward, and cover letter appear at the end of the section.

Members of the Career Development staff will supply a description of the program of each community resource site. These descriptions will contain the information listed below and will be used in the preparation of the one- to two-page summaries for the catalog.

1. Name of the resource site
2. Address of the resource site
3. Name of the Career Development staff member responsible for liaison with resource site
4. Name of the resource-site coordinator
5. Phone number of the resource-site coordinator
6. Meeting dates
7. Meeting hours
8. List of jobs available for exploration at the resource site
9. General comments including:
    a. description of site
    b. description of student learning activities
    c. statement of restrictions (dress and smoking)
    d. luncheon arrangements
    e. opportunities for Career Specialization (if any)

The heading for each summary will be the name of the resource site described.

Program summaries should be arranged according to the clustering scheme adopted by the program. Clusters should be presented in alphabetical order and programs within each cluster should appear in the order that students will be visiting them (this is a departure from the RBS prototype in which the program summaries within clusters are arranged in alphabetical order). Each cluster should be separated from the next by a cluster title page.

After the program summaries have been arranged according to cluster and the clusters have been separated by cluster title pages, a table of contents should be prepared. Page numbers should appear on all program summary pages. Cluster title pages are not numbered, but are allowed for in the order and count of the pages. The table of contents will show page numbers for all program summaries, but not for cluster title pages.

When the table of contents has been completed, a job index should be prepared. Each program summary contains a list of jobs available for exploration at the resource site. Each of the jobs, from all of the summaries, should be arranged in alphabetical order and indexed with their page numbers and the clusters in which they are found. In the event that the same job appears in the catalog in several places, a separate entry should be made for each instance.

After the job index has been completed, a foreword and cover letters should be written. In addition to students and their advisors, a number of individuals will receive copies of the catalog. A foreword explaining the purpose of the catalog should be written in general terms to encompass all the groups that may receive the catalog. More specific cover letters should be prepared for occasions of special focus: e.g., a letter expressing the desire to participate in the program.

After typing and proofreading have been completed, the catalog is ready to be reproduced. Reproduction of the catalog on looseleaf paper facilitates additions and deletions that may be necessary as the pool of resource sites changes and programs are revised. The first edition of the catalog should be ready for use in student scheduling for the *second* term of the academic year. In subsequent years, the catalog should be ready for the first term.

Maintenance Tasks. The RBS Career Education Program represents an approach to involving community facilities and personnel in the education of students. Inherent in this approach is the fact that community resource recruitment and program development are continuing tasks. Not only are new resources sought on a continuing basis, but the programs of participating community resources are subject to revision as resource personnel recognize more efficient or effective ways of involving students. Consequently, the catalog must reflect changes in the resource pool, as well as changes in the instructional programs of resources that are continuing their involvement. It is advisable to update the catalog prior to the beginning of each academic term so that students will have accurate information concerning the programs available to them. The maintenance tasks required to keep the catalog up-dated include:

1. Addition of new program summaries as new sites become part of the Career Exploration program. Summaries of these programs must be written and added to the catalog following the established format and procedures.
2. Addition of revised program summaries in those cases where resource-site personnel have changed their programs. A revised program summary must be written and inserted into the catalog following the established format and procedures.
3. Deletion of program summaries if resource sites leave the program.
4. Revision of page numbers when additions, deletions, and/or revisions require re-pagination. The table of contents must also be revised to reflect the changes.
5. Addition of new jobs to the job index when new program summaries list new jobs to be explored in the career exploration program. A new job index, with corrected page numbers, must be prepared.
6. Deletion of jobs from the job index for resource sites that leave the program.
7. Addition of jobs to, and deletion of jobs from, the job index when resource-site revisions result in the addition or deletion of jobs from the program summary.

OTHER USES OF THE CAREER EXPLORATION CATALOG

In addition to serving as a source of information for students to consult when scheduling courses, the *Career Exploration Catalog* has a number of other uses:

1. The businesses, agencies, institutions, and individuals involved in the program may use the catalog to become aware of the extent of community involvement in the program and the range of learning activities available to participating students.
2. The catalog can be used to facilitate informal communication among community resource personnel and to provide them with examples of alternative instructional strategies.
3. The catalog can serve as an aid in recruiting members of the community into the program.
4. The catalog can be used to provide illustrations of program experiences to interested students. The range of activities found in the program should provide strong motivation to encourage marginally interested students to actually enroll.
5. The catalog can be used for public information in gathering support for the program among parent-teacher groups, local politicians, school board members, the media, etc.

CAREER EXPLORATION CATALOG:

SAMPLE PROGRAM SUMMARY

UNITED STATES FOOD AND DRUG ADMINISTRATION (FDA)

ADDRESS: U.S. Customs House
2nd and Chestnut Streets, 12th Floor
Philadelphia, Pennsylvania
RESOURCE SITE COORDINATOR:
PHONE: 597-4390
RESOURCE COORDINATOR:
MEETING DATES: December 10, 17, January 7
MEETING HOURS: 9:00 – 3:30

JOBS EXPLORED AT SITE:

1. Chemist
2. Entomologist
3. Field Investigator
4. Veterinarian
5. Radiologist
6. Narcotics Agent
7. Public Information Officer

GENERAL COMMENTS: The Philadelphia Office of the U.S. Food and Drug Administration has jurisdiction over Region 3 of the Health, Education and Welfare Department (Pennsylvania and Delaware). Its chief scientific mission is field and laboratory investigation of commercially available food and drug substances. F.D.A. evaluates product outcomes and manufacturing processes for safety and effectiveness. Students will:

1. be given an orientation by the Director of Laboratory Services with a discussion of the mission, organization, and history of the Food and Drug Administration;
2. receive an overview of laboratory services and move through major laboratories, exploring the nature of F.D.A. testing practices and equipment;

3. see slide demonstrations of insect specimens and discuss the work of an entomologist in the F.D.A.;
4. use microscopes to observe insect cultures taken from contaminated food substances;
5. be given an overview of the Investigations Division with a discussion by two investigators of their training, experience, and major job responsibilities;
6. examine the tools of the trade and observe demonstrations of their use;
7. travel to a major dock area and accompany field investigators as they test newly imported spices and other food substances;
8. visit the Radiological Health Services Department;
9. use geiger counters to uncover hidden sources of radiation, discuss the meaning of "radioactivity," and participate in lecture-discussions emphasizing case studies in radiological health hazards and safeguards;
10. be given an explanation by the Head Veterinarian of the impact of animal food and drugs on marketed human food;
11. see films of the drug underworld with an explanation of the processes of clandestine heroin production and a description of several enforcement techniques;
12. receive a demonstration of current teaching literature and films used to create consumer awareness of the F.D.A.'s new labeling specifications;
13. discuss the legal implications of F.D.A. investigations and hear about current litigation;
14. review the careers explored at the F.D.A. with supervisors from each program segment.

Students are expected to dress casually and neatly, sign in and out and wear clearance badges. Smoking is allowed by permission of the supervisor. Lunch is available in nearby cafeterias.

CAREER EXPLORATION CATALOG:

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CAREER EXPLORATION CATALOG:

SAMPLE JOB INDEX PAGE

JOB	CLUSTER	PAGE
Acquisitions Specialist	Comm. & Public Info.	17
Administrative Assistant (to District Attorney)	Law & Justice	48
Administrator	Clerical & Administrative	14
Administrator	Clerical & Administrative	14
Administrator	Social Services	68
Admissions Officer	Continuing Education	36
Advertising Personnel	Consumer Services	26
Advertising Specialist	Comm. & Public Info.	18
Advertising Specialist	Retailing	61
Aerodynamic Engineer	Engineering & Technology	41
Air Control Operator	Military	53
Airport Operations Agent	Transportation	72
Animal Caretaker	Animal Resources	5
Animal Caretaker	Animal Resources	6
Animal Husbandry Specialist	Animal Resources	5
Architect	Construction	21
Archivist	Comm. & Public Info.	17
Assistant Buyer	Retailing	64
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Attorney (Public Defender)	Law & Justice	51
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Banking Clerk	Continuing Education	35
Beef Production Specialist	Animal Resources	5
Biochemical/Medical Technologist	Continuing Education	38
Body & Fender Repairman	Continuing Education	33
Bookkeeper	Comm. & Public Info.	18
Botanist	Animal Resources	6
Braille Librarian	Social Services	66
Branch Bank Manager	Consumer Services	26
Branch Bank Manager	Retailing	62
Brick Mason	Continuing Education	33
Bus & Trolley Operator	Transportation	75
Business Administrator	Continuing Education	38
Business Office anager	Comm. & Public Info.	18
Business Office Personnel	Continuing Education	36

CAREER EXPLORATION CATALOG:

SAMPLE FOREWARD

Students in The Academy for Career Education are expected to participate in a career exploration or a career specialization during each quarter of the academic year. The *Career Exploration Catalog* has been designed as a source of information for students to consult when choosing a career exploration. This information about career exploration programs can also assist other audiences, including:

1. *Community participants already involved in the program* – the agencies, businesses, unions, and individuals involved in providing learning experiences to Academy students will use the *Catalog* to acquire a perspective of the extent of community involvement in the program and the range of learning activities available to participating students. The *Catalog* is an informal communication link among participants and provides them with examples of alternative instructional strategies. The compilation of program descriptions into a single document can also enable critical examination of the Career Exploration Program and serve to pinpoint its weaknesses as well as its strengths.
2. *Potential participants in new or existing programs* – the *Catalog* can be a recruitment aid by providing examples of programs, existing community involvement and program viability.
3. *Potential students* – the *Catalog* may be used to provide illustrations of program opportunities to interested students. The range of activities found in the program can motivate marginally interested students to actually enroll.
4. *The general public* – the *Catalog* may be used as an information piece accompanying presentations about the program to parent-teacher groups, local politicians, school board members, the media, and funding agencies.

The *Career Exploration Catalog* contains information about program activities at each resource site grouped by cluster areas. The information for each site includes:

1. Name of resource site
2. Address of resource site
3. Name of Resource Site Coordinator (resource person)
4. Telephone number of Resource Site Coordinator
5. Name of Resource Coordinator
6. Meeting dates
7. Meeting hours
8. List of jobs explored at site
9. General comments (description of site, description of learning activities, smoking and dress regulations, availability of Career Specializations).

The *Table of Contents* of the *Catalog* lists the career exploration clusters and the community participants for each. The *Job Index* lists the jobs which can be explored in the program: 257 jobs involving 18 clusters and 47 sites.

CAREER EXPLORATION CATALOG:

SAMPLE COVER LETTER

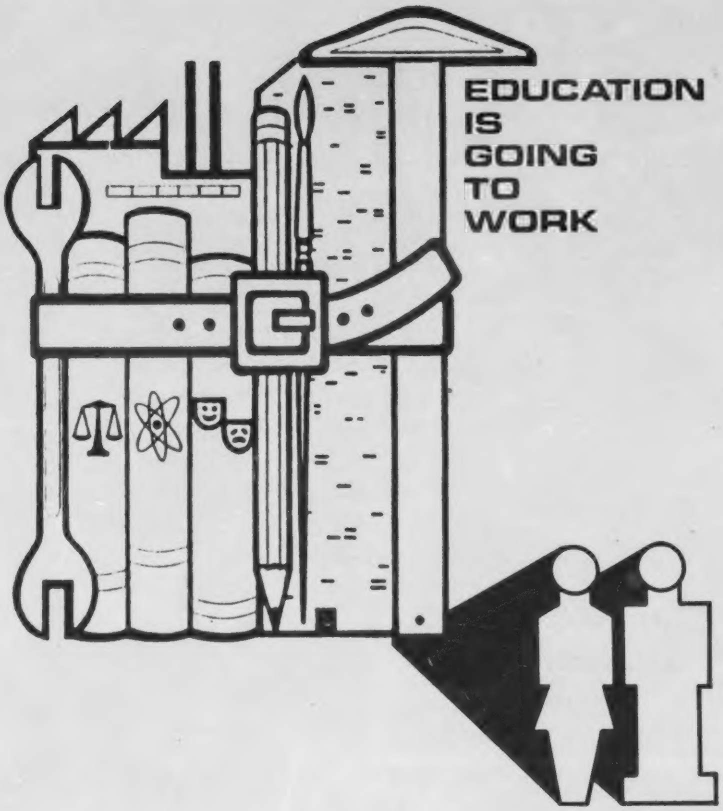
Dear

This year marks the third anniversary of The Academy for Career Education. During these three years, the staff of The Academy and the program's community participants have implemented a new approach to secondary education that is effective and has potential for wide-spread impact. This approach has not only extended the use of the community as a classroom, but also increased the participation of the community in the continuing development and improvement of the education of students here in Philadelphia.

The *Career Exploration Catalog,* which is enclosed, contains brief descriptions of the exploration programs developed and operated by community participants for the second quarter of the school year. The *Catalog* provides a perspective of the range of the learning opportunities available to Academy students as well as of the extensiveness of community commitment to and support for public education. It also should be a basis for continuing cooperation to refine and extend these opportunities even more.

The staff wishes to thank you for your interest and participation in the program. This *Catalog* is a token of our appreciation and of our hope for your continued involvement.

Sincerely yours,


EDUCATION
IS
GOING
TO
WORK

CAREER CLARIFICATION PROGRAM:
A PROBLEM-SOLVING APPROACH

(Instructor's Edition)

Research For Better Schools
Philadelphia, Pennsylvania
1975

44

RESEARCH FOR BETTER SCHOOLS, INCORPORATED (RBS), is a private, non-profit educational research laboratory located in Philadelphia, Pennsylvania. The CAREER CLARIFICATION PROGRAM is part of a series of curriculum and procedural materials developed by the RBS CAREER EDUCATION PROGRAM (Louis M. Maguire, Director) for a pilot project in experience-based career education (EBCE). Additional materials in this series include:

CAREER GUIDANCE COMPONENT:
GENERAL INFORMATION HANDBOOK

JOB ANALYSIS

CAREER EXPLORATION SELECTION

The CAREER CLARIFICATION PROGRAM was prepared by Charles A. Tarino.
© Research for Better Schools, Incorporated, May 1975.

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*A Note on Pagination: The numbers in parentheses refer to the page numbers for the student exercises in the *Student Edition* of the *Career Clarification Program*. The student exercises are also included in this edition, after the information sheet for each.

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"The deepest personal defeat suffered by human beings consists of the difference between what one was capable of becoming and what one has, in fact, become."

Ashley Montagu
The Cultured Man

DIMENSIONS OF THE CAREER CLARIFICATION PROGRAM

OVERVIEW OF THE CAREER CLARIFICATION PROGRAM

The purpose of this group-oriented curriculum is to provide teachers and guidance counselors with resource materials and procedures which are useful in helping secondary school students with making career decisions, and the goal-setting, planning, and action associated with this process. The materials lend themselves to both cognitive and affective outcomes. The objectives of the group and predilection of the leader will influence which of the two becomes the dominant process focus. The materials and procedures are designed primarily for work with student groups which are of classroom size or smaller. The three components of the curriculum are: (1) Career Goals and Plans, (2) Values and Decisions, and (3) Career Specialization.*

Unit One: Career Goals and Plans

This unit: (1) orients students to the Career Clarification Program, and (2) paces them through assessment of personal needs and a personal position audit. The objectives of this comprehensive process are to facilitate student career goal-setting and action-planning. The methodology is the integration of "self-oriented" processes derived from the applied behavioral sciences and cognitive, self-generated data extracted from psychometrics, statistics, the economic sector, and other relevant sources. These activities enable the student to define personal goals and to understand his/her readiness to achieve them. Structured exercises and materials facilitate the participant's assessment of himself/herself and the significant environment. This environment includes the school, the community, and participating elements of the economic sector. The ultimate objective for the student is the formulation of an action plan to serve as an initial intrinsic motivator for continued individual career development.

Unit Two: Values and Decisions

The second curricular unit directs the student's attention to a definition of his/her personal value system and its relationship to social, academic, and world-of-work goals. The intent of the unit is to personalize these goals, plans, and actions. Personalization is the process of making plans and taking action within the context and knowledge of personal values. Personalization requires that the student define and internalize those dominant beliefs that influence his/her actions.

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*The Career Clarification Program can be used as a component of a career education program or independently as a curricular unit. It can be used to best advantage in combination with the Career Development component activities of RBS CAREER EDUCATION. Two supplementary units (*Job Analysis* and *Career Exploration Selection*) have been developed for use as part of Unit One of the *Career Clarification Program* to help students apply skills learned in the guidance groups to the collection and analysis of information about careers and their own program planning. Instructor's Editions of these supplementary units are included in the RBS Career Education Library.

A basic assumption of the curricular sequence is that programmatic assistance is essential, but help should be offered without prescription. Therefore, there is a conscious design on the part of the materials to avoid deliberate inculcation of such "first-order values" as achievement and ambition. However, "second-order values," such as inquiry, rationality, planfulness, non-arbitrariness, and control and anticipation of the future, are integral objectives of the materials and related activities. The process employed in the exercises reflects the continuing emphasis on information-processing, communication, and rational problem-solving.

Unit Three: Career Specialization

The third segment of this curriculum places the student in a position to test emergent self-knowledge and career awareness and readiness through in-depth, on-site interaction with either a volunteer social service or the economic sector. In this work situation, the student is forced to rely on personal intellectual and moral resources. This reality-based experience helps the student bridge the gap between the world-of-work as concept and as an actuality. These *specialization* activities, using the contract as a motivating device, place the participant in the midst of experiences which provide reality-level feedback in terms of the needs and expectations of the economic sector and the student's degree of readiness to perform in this non-school environment. The curriculum materials provide the resources to place and monitor the student in this resource-based activity.

PSYCHOLOGICAL BASIS FOR THE CAREER CLARIFICATION PROGRAM

The typical high school is an artificial environment. It is an unnatural sequestration of young people of a narrow age range, reflecting a limited geographic base, and, frequently, a restricted socio-economic stratum as well. Students tend to develop a narrow philosophy and set of values that largely go unchallenged in such an environment but are frequently roundly criticized by the outside milieu.

The Career Clarification Program, operating within the context of a Career Education focus, attempts to inject the reality and value stances of the work-a-day world into the relatively insulated school environment. Cooperative academic-economic sector career education integrates the world at large and the classroom in a planned way. Work experience provides the link to reality, as well as the structure upon which to build relevant academic learning and self-learning. Experientially-based career-clarification and career-definition experiences, intermixed with quasi-confined group sessions, provide an opportunity for intellectual and affective internalization of the broad dimensions of career definition.

The Career Clarification Program consists of a facilitating structure, valid content, and an integrative process to promote: (a) the exploration of self as a basic form of learning, and (b) the interaction of the evolving self with academic preparation, community responsibilities, and the world-of-work, both as concept and as reality. The Career Clarification Program focuses upon two broad psychological concepts: (1) *self-concept* and (2) *life space.*

Self-Concept or Self-Structure

Carl Rogers defines the *self-concept* as an organized conceptual gestalt consisting of the individual's perception of himself/herself alone and of himself/herself in relation to other persons and objects in his/her environment, together with the values attached to these perceptions. The self-concept is considered to be fluid and changing, a process rather than an entity. The degree to which the self-concept is amenable to change is a function of the quality, intensity, and duration of experiences and the degree to which these experiences can penetrate previously internalized psychological defenses.

Here is an abbreviated account of salient points related to the self-concept as defined by Rogers*:

1. Every individual exists in a continually changing world of experience of which he/she is the center.
2. The individual reacts to the field as it is experienced and perceived. This perceptual field is, for the individual, "reality."
3. Behavior is basically the goal-directed attempt of the individual to satisfy perceived needs.

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*C. R. Rogers, *On Becoming a Person* (Boston: Houghton Mifflin, 1961).

4. The best vantage point for understanding behavior is from the internal frame of reference of the individual himself/herself.
5. Most of the ways of behaving which are adopted by the individual are those which are consistent with his/her concept of self.

Life Space

Kurt Lewin proposes that behavior is conditioned by the person and his/her environment.* An individual perceives the environment as a function of his/her personality, development, and knowledge. To understand behavior, the individual and the environment must be considered a constellation of interdependent factors. The sum of all environmental and personal factors in interaction is called the *life space* or *psychological space*. The dominant characteristic of maturation is increasing differentiation of the undifferentiated and unstructured areas of the life space.

According to Lewin, adolescence is a period of transition in which the individual changes group membership. While both the child and the adult have relatively clear concepts of their group belongingness, the adolescent belongs partly to the child group, partly to the adult group. The adolescent is embedded in an unstructured social and psychological field. The change of life space from relatively structured childhood to the unknown regions of adolescence encompasses not only social relationships, body image, and expanded geographic surroundings, but also *time perspective*. Time perspective allows the adolescent to understand the past, adopt new outlooks toward the future, and plan his/her own life.

There are several other concepts within Lewin's theory that have special significance for a career clarification program. One is the *dimension of reality-irreality*. *Irreality* refers to fantasies, dreams, wishes, fears, and certain forms of play.

If the life space remains unstructured, the personality lacks integration and organization. Individual development, then, is towards an optimal differentiation of life space. Optimal differentiation is a function of freedom to advance to new regions and to have new experiences. Thus, the attainment of maximal life space emphasizes the developmental need for independence, but also provides another developmental need for a kind of dependency in the form of structure, support, and guidance.
As the child grows older, understanding of reality enables him/her increasingly to distinguish between truth and falsehood, perception and imagination. Another psychological construct of importance is *the space of free movement*, defined as that region in the environment accessible to each individual both in scope and nature.

The Career Clarification Program, then, focuses upon structure, content, and processes that will help each student develop:

1. An increase in the scope of his/her life space in regard to:
    a. what is psychologically present in his/her environment,
    b. time perspective in the direction of the psychological past and the psychological future, and
    c. the reality–irreality dimension.

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*K. Lewin, *A Dynamic Theory of Personality* (New York: McGraw-Hill, 1935).

2. An increasing differentiation of every level of the life space into a multitude of conceptualizations, social relations, and activity areas.
3. An increasing organization of every level of the life space.
4. A change from rigidity to fluidity of the life space.

Career Clarification as Integration of Self-Concept and Extended Life Space

The Career Clarification Program exposes the student to content, methodologies, and viewpoints correlating the diversity of options and alternatives of the social scene. More importantly, the student is invited to confront issues through self-study, observation, and on-site employment experiences. As a human being and a responsible person in his/her own right, the student is guided to internalize cognitive and connative experience (life space) into a personalized, unified gestalt (self-concept). The program's exercises and experiences enable the student to manage the conflict and dissonance inherent in career definition and preparation in an open, logical, yet personally-derived, subjective manner. The extent to which the student achieves a measure of personal integration and the degree to which valid data are made available mitigate against impulsive stereotyped behavior which, in the total context of career choice, is a neurotic reaction to confusion and ignorance of self and the significant environment.

Career clarification is a learning process. Two general kinds of learning have been defined. In the first, the student submits to the demands of a system defined and developed by others. Because the information imposed by this system has little or no personal meaning, it is not easily learned and is quickly forgotten. In the second, and more desirable, mode of learning, the student discovers a personal significance encompassing his/her thoughts and feelings. This act of discovery is best achieved by means of an experiential process defined by Carl Rogers* to include personal involvement, knowledge pervasion, evaluation by the learner, and relevant content.

The basic philosophical assumptions for an experiential, self-learning process are that:

1. The student is accepted as a valuable and unique individual, capable of growth toward self-initiated learning and achievement.
2. The student assumes active responsibility for personal learning.
3. The needs of the student significantly define the learning activities and materials.
4. The significance of the learning activities and materials is collaboratively defined by the student and others (teachers, employers, the community).
5. The student learns through active involvement in problem-solving.
6. Significant judgments, choices, and decisions are the prerogative of the student.

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*C. R. Rogers, *Freedom to Learn* (Columbus, Ohio: Charles E. Merrill, 1969).

7. The exploration of alternatives and the search for new interpretations, ideas, and solutions are inherent in the learning process.
8. Self-evaluation is fundamental; evaluation by others is growth-oriented rather than merely grade-related.
9. Peer, teacher, and employer feedback associated with evaluation is descriptive, not judgmental.
10. Student ideas, opinions, and suggestions are valued as program modifiers.

GUIDANCE PHILOSOPHY OF THE CAREER CLARIFICATION PROGRAM

Guidance begins with an individual's freedom and responsibility to make decisions. The need for guidance becomes critical when a student must choose among a number of vague alternatives. Guidance is not merely performing services for the student, such as providing information about the academic program, processing college applications, or aiding in a job search. A more essential function is developmental and educative. Guidance is a process in which a *qualified* person assists another to appraise himself/herself, to make decisions consistent with this appraisal, and to assume responsibility for acting on these decisions. A student is helped not only to deal with immediate concerns, but to identify more deeply who he/she is and what he/she might become. Through guidance, the student learns to guide himself/herself.

In view of the importance of work in our society, choice of occupation must be considered a major life decision, although the process usually followed by most young people in making career decisions does not reflect this importance. The literature documents the impermanence of early occupational decisions. Much occupational mobility is unquestionably due to ever-changing occupational requirements and economic factors. However, a significant portion of these changes must be attributed to members of the labor force having made their selections based upon inadequate information about, and experience with, the world-of-work. The Career Clarification Program is designed to improve understanding of: (1) the work environment and its opportunities; (2) personal strengths and weaknesses, goals and plans; and (3) the degree to which academic accomplishments can service emerging life-career goals.

Objectives of the Career Clarification Program

The Career Clarification Program is designed to promote student behaviors related to the following:

1. Self-appraisal through:
    - feedback from diagnostic test results and academic achievement,
    - dynamic information-processing systems utilizing current data generated by industry, government, and academic sources,
    - integration of data with personally-derived academic and occupational goals,
    - goal-setting and action-planning within a context of value clarification and personal value definition, and
    - goal-setting and action-planning through an emphasis on alternative-seeking and problem-solving.
2. Practice in planning–problem-solving–decision-making as functional processes through the development of the facilitative skills of:
    - basic problem-solving,
    - information-processing, and
    - communications.

3. Personalized career clarification, career definition, and career planning through:
    - personal development in terms of self-knowledge related to values, strengths, and weaknesses,
    - integration of academic achievement, both past and present, with emergent life goals,
    - integration of career plans with occupational information and multilevel academic information,
    - integration of career plans with knowledge of, and attitude toward, the economic sector,
    - integration of self with outcomes from experiences within the economic sector, and
    - involvement with social service contributions to the community.

The program seeks to accomplish the following goals: (1) to increase the accuracy of the individual's self and environmental perceptions; (2) to improve the individual's ability to obtain information related to social, academic, and career development, and (3) to improve the individual's ability to make and execute plans, solve problems, make decisions, and take action.

Basic Assumptions of the Career Clarification Program

1. Career interest definition, choice, and planning provide a way of looking at problems. This view does not necessarily depend upon the use of any specific analytical sequences or programmatic aids.

2. The examination of problems can be useful in career definition and choice. In a majority of cases, a sequential plan is rewarding in terms of explicating alternatives and directing thought to implications in terms of personal goals, objectives, and short- and long-term plans.

3. A sequential program is, in no sense, an alternative to good judgment. The program's intent is not prescriptive; rather, it is a supplemental tool to complement individual judgment.

4. Judgment, conditioned by personal values, is always of final critical importance in the utilization of any program. Personal judgment activates the choice of alternatives and the selection of courses of action.

5. A sequential program emphasizing systematic analysis and planning is a valuable component of a guidance system designed to complement a career education experience. Analysis and planning are best accomplished using a rational problem-solving approach. This problem-solving focus serves to explicate the total career clarification process. In general, the questions to be reiteratively asked are:
    a. What are the challenges facing the individual?
    b. How do these challenges affect the individual's academic and occupational aspirations in terms of reality and adequacy?
    c. What are the resultant goals of the individual?
    d. What are the attainable sub-goals?

e. Which school and community resources are needed to achieve these goals?
f. Which strategies will capitalize on an experience-based career education program?
g. What actions are necessary to implement these strategies?
h. How can this action plan be implemented and tested?

SELF-DIRECTED LEARNING MODEL

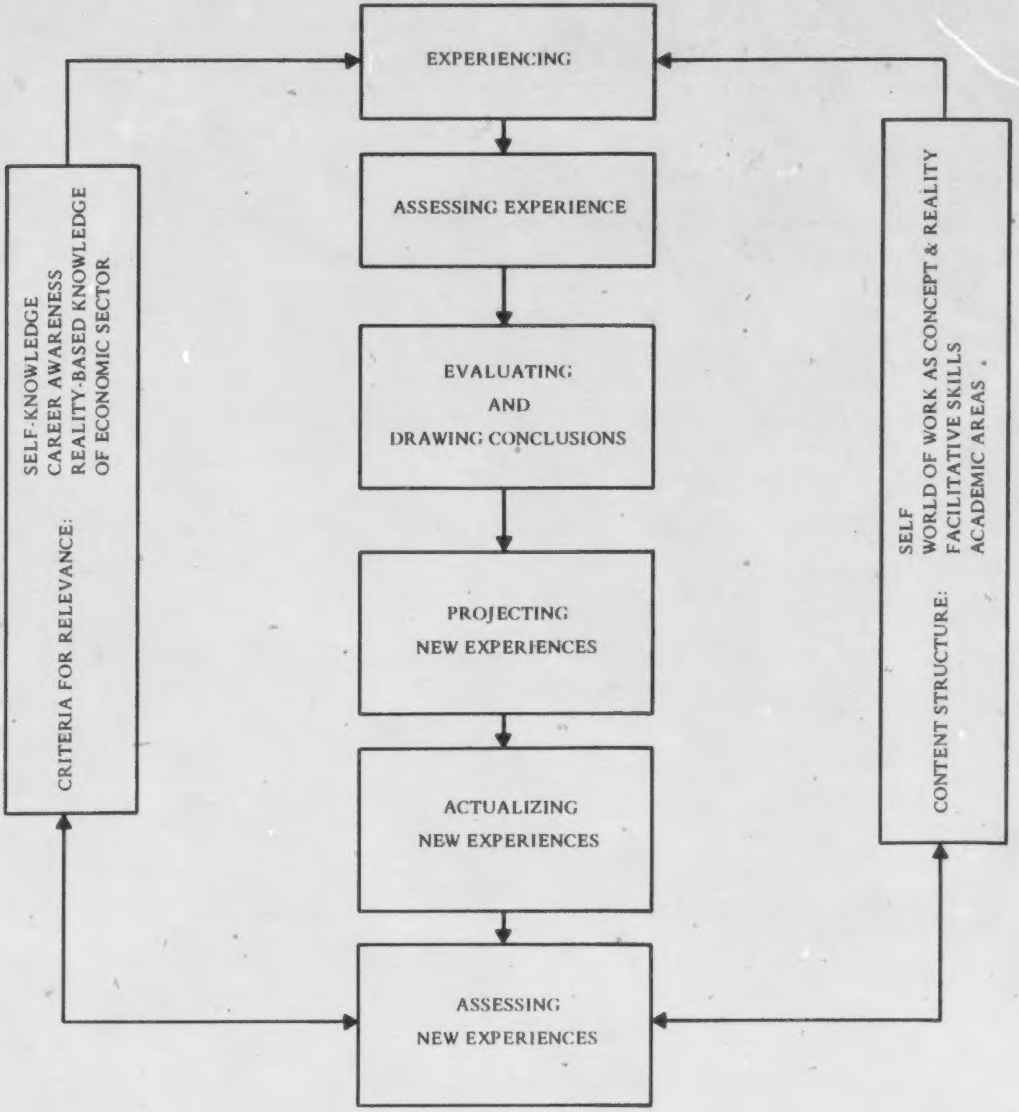

EXPERIENCING
ASSESSING EXPERIENCE
EVALUATING AND DRAWING CONCLUSIONS
PROJECTING NEW EXPERIENCES
ACTUALIZING NEW EXPERIENCES
ASSESSING NEW EXPERIENCES
CRITERIA FOR RELEVANCE:
SELF-KNOWLEDGE
CAREER AWARENESS
REALITY-BASED KNOWLEDGE OF ECONOMIC SECTOR
CONTENT STRUCTURE:
SELF
WORLD OF WORK AS CONCEPT & REALITY
FACILITATIVE SKILLS
ACADEMIC AREAS

Figure 1.

THE STUDENT SELF-DIRECTED LEARNING MODEL AS A PROCESS OF THE CAREER CLARIFICATION PROGRAM

A generic learning model, the Self-directed Learning Model, underlies the experiential focus of the Career Clarification Program (Figure 1). The model serves as a structuring device, reinforced at every opportunity by the activities that comprise the self-oriented experiential-base of the program. Accordingly, the model not only facilitates self-learning, but also promotes the transference of the knowledge gained to reality-based academic and career-interest usage. The basic goal of the program is for students to learn to be active problem-solvers. The experience of the individual, the actions taken, the process of sensing a need, focusing upon alternatives, assembling a knowledge base, and collecting data, that is, implementing the problem-solving process, are all guided by this learning model. The model not only guides the procedures to be followed within the group activities, but involves a continuing process which, once internalized, becomes part of the individual's behavioral repertoire and subsequently is applied to life problems.

The process model consists of the following steps:

1. *Stimulus.* Defined broadly, stimulus includes the whole range of experiences that have an impact upon the students. In the Career Clarification Program, the stimuli within group settings are exercises and data related to the formulation of tentative self-defined goals and action plans.
2. *Individual reflection and data collection.* Stimulus situations common to group members guide the participant to examine his/her own condition. Data applied to the stimulus situations come from the participant's own experiences within the program. The reality-base inherent in this knowledge source injects the past experience of the participant into the learning activity. The reality context increases the level of internalization and, thus, the subsequent learning.
3. *Analysis, assessment, and evaluation of the stimulus.* This phase begins with individual exercises and evolves into group discussion. The assumption is that substantial learning occurs only when an experience is assessed and evaluated in terms of individual perspectives. Individual appraisal of stimulus situations is discussed in a group context so that perceptions can be shared and idiosyncratic biases exposed. Hopefully, discussion will initiate challenges arising from the perceptual differences of group members. This experience is essential to the formulation of new values and motivation, an anticipated outcome of this phase. Discussion of situational problems reflecting reality to the participants and evaluation with respect to criteria internalized from past experience carry special potency and can contribute significance to behavioral changes.
4. *Re-assessment and re-evaluation.* Insights gathered from group discussion of stimulus situations are the bases for new perceptions which are integrated into the individual's perspective of the situation.

5. *Modification, restructuring, and transformation.* Group discussions directed at reaching personally-relevant decisions extend the integrative function and may demand modification and restructuring, or a complete transformation, of the participant's perceptions related to the problem areas.
6. *Modified set of expectations.* This new perceptual set, the result of modification and restructuring of previous perceptions, is generalized to past experiences and applied to future concerns.
7. *Problems and questions.* Further sensing of unsolved problems and unanswered questions and greater clarity and identification of needs and concerns emerge from the new set of expectations.
8. *Objectives and plans.* Tentative personal plans are designed to achieve stated objectives.
9. *Tentative organization and preparation.* Plans and associated activities necessary for implementation are conceived.
10. *Skills and resources.* The tentative strategy is matched to required skills and resources.

Characteristics of the Self-directed Learning Process

The model described above has characteristics which guide the behaviors of staff and students:

1. The model is student-centered. The focus is upon learning rather than teaching. The main concern of an activity is its utility to the student.
2. A central theme is individuality. The system services individual development, rather than the student servicing the system.
3. Thinking and problem-solving are emphasized. Problem-solving concerns real-life, individually-oriented situations, rather than rigid textbook exercises.
4. The focus is on exploration and discovery. The learning of facts is guided by problem relevancy and solution.
5. Individual responsibility is paramount. The student has a role in deciding what is needed and assumes the responsibility for acquiring it.
6. Resources are available to assist the student in the problem-solving, information-gathering, decision-making processes. A transactional learning-teaching mode facilitates the discovery and definition of problems, aids information-seeking, and encourages decision-making.
7. Students are involved in establishing personally-derived goals, rather than accepting institutionally-defined goals.
8. Learning how to learn is inherent in the model. Self-initiated learning is a potential mediator of the impact of change.
9. The teacher or group leader is a facilitator of learning. The student and instructor collaborate to establish learning and performance objectives.
10. Since knowledge *per se* does not necessarily lead to desirable behavior, an integrative process linking affective and cognitive functions is relevant program content.

The generic process model is not specific to a single concern or knowledge usage. It is a process that may be employed, almost unchanged, in a number of situations. Inherent in the process are skills which are instrumental to successful accomplishment. They facilitate individual functioning within the process model. The skills comprise the functional competencies of the individual planner–problem-solver–decision-maker. Functional competencies specifically refer to: (1) information-processing skills, (2) communication skills, and (3) the basic elements of rational problem-solving. The content designed to transmit these skills is integrated into the curriculum sequence.

Information-Processing Skills

Information-processing skills are utilized extensively in planning, problem-solving, and decision-making. These skills encompass gathering information relevant to the issue confronting the individual, assessing the utility of that information in terms of desired outcomes, and incorporating the information into the planning, problem-solving, and decision-making processes.

The first step in building information-processing skills is to develop a sense of location. The individual must have a feel for the kind of information needed and where it can be found. Within the structure of guidance groups and resource-site experiences, students learn about sources of career and educational information. The guidance group structure provides an arena for the student to both develop and test out information-processing skills.

Location of information invariably leads to further information through references. Students learn to research references and continue the search for data. In this manner, they expand their information bases and gain skills in information retrieval.

Next, students begin to process data in terms of an eventual decision, sifting through information and eliminating that which is not relevant to the problem. All pertinent data must then be assimilated into the overall knowledge base and evaluated relative to the issue. The data, now incorporated into the student's reference point, are directly used in the decision-making–problem-solving process (Figure 2).

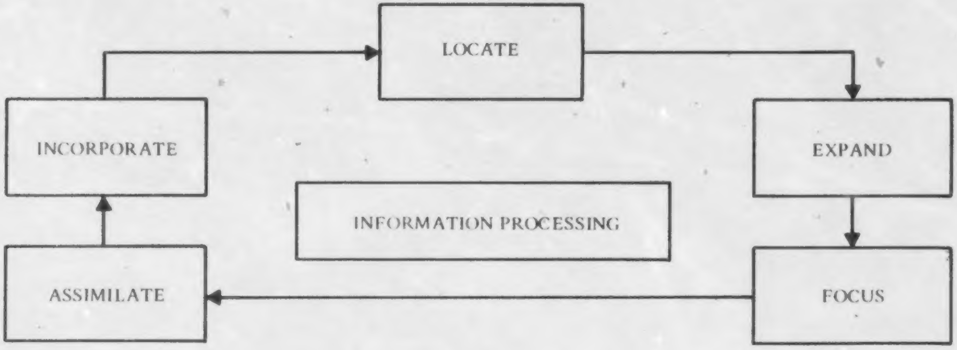


Figure 2.

Communication Skills

Each person is unique in the way he/she presents himself/herself and reacts to people and events around him/her. One's reactions to his/her surroundings determine, to a large degree, the relationships he/she will develop. Communication skills refer to those skills involved in relationships and interaction of a person with one or more individuals. The development of these skills builds individual strength in verbal, non-verbal, and written communication, as well as group and individual dynamics. A prime purpose for developing personal communication skills is to expose students to the levels and patterns of communications formed through verbal and non-verbal behavior. Extending this, personal communication skills development attempts to improve the student's awareness of others' reactions to verbal and non-verbal behavior and to improve his/her ability to present himself/herself to advantage.

Communication skills are involved in all those activities necessary to formulate career goals and direction, to evaluate the potential alternatives available within the scope of those goals, and to actively seek and maintain positions congruent with the aspiring career goals. Inherent in the development of communication skills is the ability to continuously re-evaluate one's goals and the effects significant others may have on their attainment.

Problem-Solving Skills

The Career Clarification Program integrates a wide range of problem-solving skills and behaviors in logical arrangement. The sequence includes skill development in identifying assumptions, defining problems, generating ideas, applying criteria, planning, implementing, and evaluating. While an individual may not always use these skills systematically, they can serve as a reference base and stimulate utilization of a rational approach to problem-solving.

The steps in the problem-solving process include:

1. Define the problem.
2. Describe the desired outcomes (goals and objectives).
3. Propose alternatives.
4. Analyze alternatives.
5. Select the best alternative.
6. Formulate an action plan.
7. Implement the action plan.
8. Feedback, evaluate, recycle.

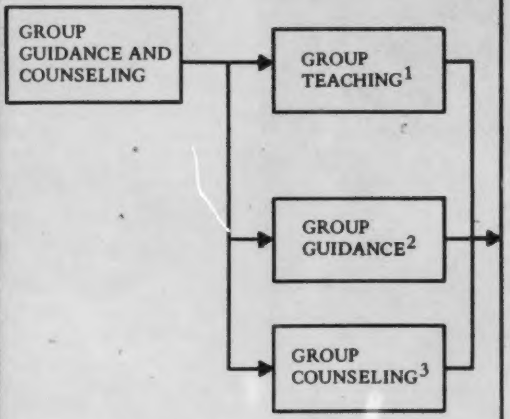
It should be noted that, although the steps in problem-solving are shown to be iterative, at any point in problem-solving, thinking may cycle forward or backward, missing steps or adding new ones. This is a critical consideration to the group process in which the model is implemented. Although the sequence of the curriculum materials is based on the problem-solving model, implementation must be flexible and sufficiently tentative to permit this recycling of thought and action.

The emphasis is on inquiry and discovery and the use of all elements of the Career Clarification Program to develop the facilitative skills. Through inductive approaches, students collect information from a wide range of sources, organize it, and develop their own generalizations and conclusions. They formulate hypotheses and check them against data which they seek out.

Just as inquiry and discovery are the key words to indicate the instructional strategies, multi-resource and a systems approach characterize the learning materials. Reading materials, such as the *SRA Career Information Series*, government publications, and statistical reports on employment trends, are used to facilitate learning of the facilitative skills. Resource sites serve as sources for factual inputs in student inquiry and discovery.

The systems approach of the instructional mode requires that activities and related materials serve the immediate instructional purpose and suit the characteristics of the learner. Differences in learning style and readiness among students can be met, at least in part, by the open-ended nature of the activities and their related materials. Simulation and role-playing are techniques employed to stimulate involvement and interest.

During this sequence of skill development, the group leader's role is predominantly that of teacher, engaging in behaviors expected of teachers as opposed to those expected of counselors, as he/she interacts with students to produce specific skill outcomes.



ACTIVITY AREAS	OBJECTIVES
ORIENTATION	• To acquaint participants with program objectives, content, and context. • To develop a tentative commitment to program objectives. • To explicate the level of mutual responsibility of participants, staff, and employers to the program.
CAREER GOALS AND PLANS	• To foster intrinsic motivation through knowledge of self, environment, and the program. • To develop an action plan optimizing participation in the program.
VALUES AND DECISIONS	• To identify and clarify individual values through planning, problem-solving, and decision-making.
FACILITATIVE SKILL DEVELOPMENT	• To develop instrumental skills and the competencies needed to implement career goals and action plans.
CAREER DEVELOPMENT SPECIALIZATION	• To test career clarification goals and plans in a reality-setting. • To revise career development long range action plans.

[1] A formal, leader-oriented work group using knowledge of group organization and structure to enhance cognitive learning.

[2] A member-oriented work group stressing cognitive, informational content using informal self-directing techniques and discussions.

[3] Support, re-education, and readjustment related to intellectual, social, and vocational affective development of group members through discussion and interpersonal relationships.

Figure 3.

THE GROUP LEADER AS A CRITICAL DIMENSION

In the Career Clarification Program, the primary influence for behavior change is the learning group. It is the role of the teacher and/or counselor, acting as group leader, to facilitate meaningful learning experiences and help students apply new knowledge and test emergent skills in solving problems within the group and in other school and non-school situations. (Figure 3)

The performance and effectiveness of the leader depend not only upon the directions provided for the exercises and lessons, but also upon his/her style, perceptions, sensitivity, and competencies in meeting the demands of the role. The literature, in discussing the role of group leader, describes five main functions:

1. *Creating situations conducive to learning.* The leader structures the situations in which the students interact. The leader establishes relations within the group and defines potential points for useful learning. As each student experiences problem-solving situations, the leader assists with analysis and provides commentary. Each participant gains potentially useful insights into personal behavior which, in turn, can be strengthened by peer evaluation and group discussion.
2. *Establishing a model for behavior.* The leader provides a model for behavior by his/her activity in the group. The leader's approach to problem-solving, acceptance of criticism, non-judgmental comments, willingness to evaluate personal behavior, and ability to raise questions and to express personal feelings are behaviors through which the group leader helps establish acceptance and freedom of expression in the group.
3. *Introducing new values.* The leader introduces new values into the group. His/her behavior focuses attention on those problems which the leader feels the group should eventually handle. For example, the leader's willingness to relinquish a position of authority carries a host of implications for the group.
4. *Facilitating the flow of communication.* The leader helps to identify barriers to communication between individuals. By raising questions, clarifying issues, and encouraging participation of group members, the leader facilitates the development of mutual understanding and agreement. When sources of difficulty are below the level of student awareness, the leader identifies the problems and promotes recognition and potential solution.
5. *Participating as an "expert."* The leader, as an "expert," is responsible for teaching problem-solving approaches and skills, basic communication skills, and group process skills. Although an expert, the leader gives maximum responsibility for decision-making to the students.

The group leader has four group-related roles:

1. *Group guidance*, involving:
    a. Orientation of the student to the career education program, especially its related academic curriculum choices and experientially-based work focus,
    b. Interpretation of a standardized test battery (aptitudes, interests, and achievement tests) useful for student self-appraisal,
    c. Computerized procedures for information processing, if technically feasible,
    d. Reality-based testing of decision-making skills and occupational interests.

2. *Group counseling*, loosely structured, with the focus on discussion of student experiences in the program and resource-site activities. Students are encouraged to explore the personal significance of their experiences. The purpose of group counseling sessions is to provide each student with the opportunity to communicate, in a special way, with peers and with an experienced group leader. Although they contain some protective controls, the group sessions have an atmosphere of freedom which is rarely achieved in other social settings, including adolescent friendship groups. Each student is free to choose the role of active participant and/or observer. In either role, the student can deepen his/her understanding of the feelings and values of others as revealed during the discussions. The student can apply this understanding to an examination of personal attitudes. Furthermore, as he/she feels safe to do so, the student can analyze his/her own attitudes and behavior as part of the group discussion, asking group members to help in the analysis. Such exploration and exchange of beliefs among students sometimes leads to discomfort, but the ground rules developed by the members, coupled with the presence of an understanding group leader, enable the issues to be resolved, and a safe, open atmosphere to be maintained.

    Group counseling has limitations. Some students may never really become part of the group, although they may profit merely by observing and listening to others. At times, the group may be dominated by a few participants who maneuver the discussion to satisfy their own interests and needs and stifle participation by willing, but less aggressive, members of the group. However, the advantages of an open, but protected, group situation in which individuals can learn about themselves and about each other considerably outweigh the limitations. Group counseling provides an experience which cannot be duplicated either in individual counseling or in other structured interactions.

3. *Individual counseling* for feedback and planning. Other program elements will have made each student aware of questions and dilemmas which he/she might wish to explore in a private setting.
4. *Consulting with other adults,* such as staff members and community participants in the program.

The group leader implements the curriculum of the Career Clarification Program and supplements the program with input from school staff and community resources. Data about local and regional occupational patterns and needs can be collected from local agencies. Current vocational statistics, government and state level publications on vocational outlooks and opportunities, and demographic compilations are also vital in student decision-making and must reflect student needs in terms of utility, topicality, and accuracy. Compiling necessary information requires planning and the establishment of a relationship among the school district, the local and regional communities, and economic sector* representatives.

The group leader, in collaboration with other members of the school staff, must extensively adapt the curriculum of this program to fit the unique needs of the students and the character of the local and regional occupational pattern. The staff curricular contributions may include:

- Curriculum units, such as: *the local region as a labor market, self-identity and justification through work, the American's quest for self-fulfillment,* and *the sociology of economic institutions.*
- Exercises to help students assess local values and attitudes toward work.
- Materials to facilitate interpretation of standardized tests.
- Materials to facilitate information-processing of local data.

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*See the Career Development component materials of the RBS Career Education Library for a discussion of one approach to establishing such a relationship.

THE DEVELOPMENTAL GROUP* AS THE STRUCTURE FOR THE CAREER CLARIFICATION PROGRAM

The guidance group seeks to help students:

1. Make repeated appraisals of themselves in terms of their interests, aptitudes, and values,
2. Collect and evaluate information and experience pertaining to the world-of-work,
3. Relate information to a set of tentative life and career alternatives,
4. Practice decision-making in simulated and actual settings, and
5. Develop *personalized* life and career objectives.

Personalization for the individual is in terms of active involvement in making academic and career choices within the context of one's own values, preferences, and goals.

The guidance group activities emphasize cognitive input, value definition, and career clarification through application of certain problem-solving and decision-making techniques. The basic vehicle for implementation of these activities is the developmental group. Knowledge about human behavior strongly suggests that value-related behavior is heavily influenced by the individual's group memberships. Attempts at behavior change that do not capitalize on the motivational possibilities inherent in group structures disregard one of the most potent available tools for change. This is especially true in regard to value clarification, since most individual values are defined through interactions within the social context of everyday life. The developmental group serves as a miniature social milieu in which many dynamics of the individual's life setting are duplicated.

In some of the early group exercises of the Career Clarification Program, the emphasis is primarily on information-giving and information-processing within group settings. The value-oriented materials of this later segment utilize the dynamic group potential and setting as catalytic ingredients to promote behavioral goals of growth and self-actualization.

The developmental group uses a problem-solving approach in which the group establishes goals or purposes genuinely representative of group concerns or problems. Once organized around a common purpose, the developmental group provides for:

1. *Mutual support.* Feelings of isolation and loneliness that develop from the perception that no one else has ever experienced the same feelings can be reduced through a cohesive group. Common problem groups can break down these feelings of isolation and replace them with feelings of mutuality and belonging.

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*For further discussion see: D. H. Blocker, *Developmental Counseling* (New York: Ronald Press, 1966).

2. *Empathy and insight.* In cohesive groups organized around common concerns, members develop insight into and empathy for others and their problems. This climate promotes introspection from which self-knowledge can develop.
3. *Focus and direction.* The common problems which groups identify can quickly establish a focus and direction for the counseling process.

It is essential that the group leader avoid dominating the group. He/she must understand group processes and be sensitive to member needs. The leader's main function within the group is to establish a climate that permits maximum participation and involvement of all members and encourages mutual trust and integrity. When this learning environment has been established, the group leader can move into the role of member and allow the leadership function to be shared among members as the situation dictates.

Operational Dimensions of Developmental Groups*

There are certain group properties or characteristics that must be recognized and accommodated if the group is to function collectively to achieve group and individual goals. These characteristics are:

1. *Background.* Each group has an historical background or lack of it which influences its behavior. Members of a new group may have to devote much of their time and energy to getting acquainted with one another and with the group's task, as well as to establishing ways of working together.

   Members come into a meeting with some expectations. They may have a clear idea of what the meeting is about or they may be puzzled about what is going to happen. They may be looking forward to the meeting or dreading it; they may feel deeply concerned or indifferent. In some cases, the boundaries around the group's freedom of action may be narrowly defined by the conditions under which it was created or so poorly defined that the group doesn't know what its boundaries are.

   Questions that help to provide an understanding of a group's background include:

   What is the composition of the group?

   What are the previous experiences and prior friendship patterns of the members?

   How were group members selected?

   How well are the members prepared to enter the group?

   What are the members' expectations about the group and their roles in it?

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*For further discussion, see: M. S. Knowles and H. F. Knowles, *Introduction to Group Dynamics* (New York: Association Press, 1959) pp. 39-62.

2. *Participation pattern.* Every group has a participation pattern. For instance, communication may be all one-way with the leader only talking to the members, or it may be two-way with the leader speaking to the members and the members responding, or it may be multidirectional with all members speaking to one another and to the group as a whole. Studies do not indicate the superiority of any one participation pattern. The appropriate pattern depends upon the requirements of a given situation. In general, studies show that broader participation among group members leads to deeper interest and involvement. Questions that reveal participation patterns are:

   How much of the talking is done by the leader? How much by the other members?

   To whom are questions or comments usually addressed–To the group as a whole? To the leader? Or to particular members? Do the members who don't talk much seem to be interested and listening alertly (non-verbal participation)? Or are they bored and apathetic?

3. *Communication.* This property has to do with how well group members understand one another–how clearly they communicate their ideas, values, and feelings. Even non-verbal communication can be eloquent. A person's posture, facial expressions, and gestures tell a great deal about what he/she is thinking and feeling. Questions that indicate the quality of a group's communications are:

   Do members express their ideas so that the entire group understands them?

   Do members frequently pick up on contributions made by other members and build their own ideas on them?

   Do members ask for clarification when they don't understand a statement?

   Are responses to statements frequently irrelevant?

4. *Cohesion.* The cohesiveness of a group is determined by the strength of the bonds that bind the individual parts together into a unified whole. This property indicates the morale, the team spirit, the strength of attraction of the group for its members, and the interest of the members in what the group is doing. Symptoms of low cohesion include conversations between pairs of members outside the main flow of the group's discussion and the emergence of cliques, factions, and subgroups. Questions about the group's cohesion include:

   How well does the group work together as a unit?

   What subgroups are there and how do they affect the group?

   What evidence is there of interest or lack of interest on the part of members in what the group is doing?

5. *Atmosphere.* Although an intangible entity, atmosphere is usually fairly easy to sense. The literature refers to the *climate* of the group with such characteristics as *warm, friendly, relaxed, informal, permissive, free* in contrast to *cold, hostile, tense, formal, restrained.* Atmosphere affects how members feel about a group and the degree of spontaneity in their participation. Atmosphere can be probed by such questions as these:

   Would you describe this group as warm or cool, friendly or hostile, relaxed or tense, informal or formal, permissive or controlled, free or inhibited?

   Can opposing views or negative feelings be expressed without fear of punishment?

6. *Standards.* Every group develops standards concerning proper and acceptable behavior; for example: which subjects may be discussed, which are taboo; how openly members may express their feelings; the propriety of volunteering one's services; the length and frequency of statements considered allowable; and whether or not interrupting is permitted. Questions about standards include:

   What evidence exists that the group has standards regarding such matters as self-discipline, sense of responsibility, courtesy, tolerance of differences, freedom of expression?

   Are there any marked deviations from these standards by one or more members? With what effect?

   Do these standards seem to be well understood by all members or is there confusion about them? Which of the group's standards seem to help and which seem to hinder, the group's progress?

7. *Sociometric pattern.* In every group, participants identify certain individuals that they like more than other members. These relationships, sociometric patterns, have an important influence on the group's activities. Questions which help to reveal the sociometric pattern include:

   Which members tend to identify with and support one another?

   Which members seem repeatedly at odds?

8. *Structure and organization.* Groups have both a visible and an invisible organizational structure. The visible structure, which may be either highly formal or quite informal, makes it possible to achieve a division of labor among the members to get essential things accomplished. The invisible structure consists of the behind-the-scenes arrangement of the members according to relative prestige, influence, power, ability, and persuasiveness.

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Questions to ask about structure include:

What kind of structure does the group create consciously–leadership positions, service positions, committees, teams?

What is the informal structure–who really controls, influences, volunteers, gets things done? Who defers to others, follows?

Is the formal structure understood and accepted by the members?

Is the formal structure appropriate to the group's purpose and tasks?

9. *Procedures.* Groups must use some procedures or ways of working to get things done. The type of operating procedure used by the group has a direct effect on other aspects of group life such as atmosphere, participation pattern, and cohesion. Choosing procedures that are appropriate to the situation and to the work schedule requires a degree of group flexibility and inventiveness. Procedures can be examined through such questions as these:

   How does the group determine its tasks or agenda?

   How does it make decisions–by vote, silent assent, consensus?

   How does it discover and make use of the resources of its members?

   How does it coordinate its various members, subgroups, and activities?

   How does it evaluate its work?

10. *Goals.* Group goals may be defined clearly, specifically, and publicly, or they may be vague, general, and only implicit. Members may be committed to them or may merely go along with them. Some questions about goals include:

   How does the group arrive at its goals?

   Are all members clear about them?

   Are all members committed to them?

   Are they realistic and attainable for this group?

CURRICULUM OF THE CAREER CLARIFICATION PROGRAM

INTRODUCTION TO THE CURRICULUM OF THE CAREER CLARIFICATION PROGRAM

The Career Clarification Program recognizes the value of the peer group relationship. A prime assumption of the program is that the social, intellectual, and vocational development of the student can be maximized within a group environment. Therefore, the day-to-day activities of the program involve students in self-appraisal, through interaction with a small group. The group activities provide the individual with cognitive and affective inputs and verification helpful for career clarification and definition.

The exercises of the Career Clarification Program involve participants in reality-based career problems. The exercises implement program objectives of personal values clarification and career definition through application of problem-solving, information-processing, and decision-making techniques. It is assumed that having completed an exercise, the student has gained some information about himself/herself, but more importantly, the student has learned a process for gaining information about himself/herself – has learned to search for answers concerning himself/herself as a person, a student, and eventually, a worker. Therefore, students come to group discussions better informed and enriched about themselves. It is at this point that significant teaching, guidance, and counseling occur. When the student approaches each new experience alive to personal potential, the process of learning is easier and more rewarding.

The following group leadership guidelines are offered as a resource in the event the group leader has had little group dynamics experience. The limited value of such guidelines is recognized; however, they are offered in case the materials are implemented by someone who needs just such a temporary lifeline. The bibliography offers references and textbooks which cover the area in a more comprehensive fashion.

GROUP LEADERSHIP GUIDELINES*

What Is Small Group Discussion?

Small group discussion occurs when a group leader sits down to talk with a small number of students. (fewer than 15). Properly conducted, such discussions provide opportunities for students to talk things over without fear. The similarity of the small discussion group to an informal social group fosters free expression. The group leader keeps the discussion moving in a constructive direction and also provides vital data related to the discussion topic.

Attitudes can be changed in small group discussion. An opinion that finds no support with fellow students will be reconsidered and perhaps changed. Commitment to new behaviors made during group sessions will frequently stick because the commitment is made among group members. The guidelines that follow are designed to enable the group leader to lead small group discussions effectively.

How To Arrange A Small Group Discussion

A small group discussion is informal. Everyone should have a chance to talk. You can set up the room to facilitate this.

1. *Limit the Group to Approximately Fifteen.* Too large a group makes it difficult for every student to have a say. The presence of too many people may inhibit free and easy discussion. Unmanageable subgroups may form.
2. *Arrange the Seats in a Circle.* A circular seating arrangement makes it difficult to withdraw into a subgroup. Everyone who speaks can see, and be seen by, the entire group. It makes group members feel responsible for listening and contributing. Every group member feels like an equal.
3. *Sit down with the Group.* The difference between the group leader and the other members of the group is minimized. Take a seat when you lead discussions, but don't take the same seat everytime you meet. This will make you more a member of the group. Many students have had negative experiences with people in authority. The less you resemble these feared people, the more freely the students will talk.

How To Start A Small Group Discussion

Each member of the group must feel free to speak up when he/she has something to say. An easy informality is the ideal atmosphere for effective discussion.

1. *Facilitate Learning Names in the First Session.* Give a name card to each group member. Have each member introduce himself/herself. Make sure you know how to pronounce each name.

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*Adapted from: P. Bergevin, D. Morris, and R.B. Smith, *Adult Education Procedures* (New York: The Seabury Press, 1963) pp. 95-105.

2. *Describe the Advantages of Group Discussion.* Students can understand what they learn in the group as it applies to their own lives. They can discuss their ideas about working. They can learn to make themselves understood. They can learn to speak easily in front of others. They can learn more about themselves.
3. *Describe the Rules of Group Discussion.* Everybody has a fair chance to be heard. All opinions are acceptable in the discussion. Since the group's topics are not open-and-shut issues, many opinions will be valuable.
4. *Introducing the Discussion Topic for the Session.* The curriculum provides the stimulus for each session. It is suggested that the group leader take a controversial opinion or statement from student input to begin the discussion. Ask for personal experiences related to the stimulus situation. Tell a related personal experience of your own.

How To Lead A Worthwhile Discussion

A small group discussion can be very constructive. Group members may change their attitudes in ways that are very meaningful to them. Much of the success of the discussion depends on the encouragement the group leader gives to the members of the group.

1. *Give Each Statement Equal Weight.* Pay attention to each opinion, regardless of whose it is. Give no indication that one opinion is better than another.
2. *Do Not Evaluate Opinions.* You are a leader, not a judge. Restate opinions, do not comment on them. Encourage the group to act as evaluator. Make certain that when group members discuss an opinion, they comment on the *opinion* not the *giver.*
3. *Leave Your Own Opinion Out.* Don't block communication by expressing your own thoughts too early. This could prevent the group from expressing themselves. Do not preach or moralize.

General Group Leadership Techniques*

Small group discussion must be led, but the leader can not use direct control. The leader must lead indirectly. Here are some techniques that can help you lead the discussion without dominating the group.

1. *Help the Group Establish Objectives.* Always refer to the topic of the day at the beginning of a session. Make sure the group members state what the topic means to them. Help the group set its goals in light of these meanings.

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*Adapted from: Office of Economic Opportunity – Job Corp. *Instructor's Manual for the World of Work Curriculum* (New York: Xerox Corporation, 1967) pp. 17-23.

2. *Use Silence.* Sometimes discussions are difficult to get started and keep going and a leader gets nervous and jumps in, asking questions or making comments too soon. The leader should make the group responsible for the discussion. If the leader sits quietly after the introductory remarks, group members will eventually break the ice.
3. *Ask Topical Questions.* If it seems absolutely necessary to get or keep discussion going, the leader can ask the group questions about the discussion topic. This should not be a regular practice, but a last resort. The questions in the curriculum units are for the leader's guidance, but they may be asked of the group, if necessary. The leader should avoid being too forceful in questioning. No third degree!
4. *Reflect and Deflect Questions.* Group members will often try to put the leader in a position of authority. They may try to make the leader give "right" answers, rather than work out the answers within the group.

   The group leader can *reflect* questions:

   Joe: When I talk to Sam, I can't seem to make him see my point of view. How come?

   Leader: You can't seem to get your point across to Sam.

   or

   It seems to bother you because Sam can't see your point.

   The group leader can also *deflect* questions:

   Mary: What's the best way to get a job as a salesperson?

   Leader: Do you have any ideas, Mary?

   or

   Does the group have any suggestions?

   By reflecting and deflecting questions, the leader gives the group members the responsibility for coming up with answers.
5. *Help the Group Speak to the Point.* Sometimes group members seem confused and wander from the topic. When they are talking around, rather than to, a point, the leader must bring them to the point and give direction for further related discussion. This is best done indirectly. For example:

   Paul: I think the best reason to go to school is to be able to make more money.

   Alice: I saw the other day that high school graduates make $100,000 more than drop-outs in their lifetimes.

Joe:	There's a good job waiting for me if I graduate.
Leader:	You see the reason for school or learning as getting more money. You want a better job and more money. What else can a job give you?

6. *Clarify Statements.* When a group member makes a statement that is vague or complicated, the leader should help clarify the statement. The leader's response should start with:

   "You mean then . . ."
   or
   "Do you mean . . ?"

   The leader should not hurry to intrude or give the impression of judging. The leader is trying to help.
7. *Summarize the Discussion.* At points in the discussion when objectives have been met, the leader should sum up the discussion so that all the group members see what has been accomplished. These summaries should highlight gaps in the achievement of objectives and be open enough so that the group can go on with new parts of the discussion topic.

Special Group Discussion Techniques

Small group discussions can be varied by occasional use of special techniques. The techniques break up the routine of discussion and provide special emphasis for particular topics.

1. *Use Buzz Groups.* There are issues on which you may like to get a quick opinion. Form groups of three or four members each for this. Each small subgroup decides on its own opinion. Each buzz group leader then states that opinion to the group at large. Discussion follows.
2. *Lead Role-Playing.* When the topic for discussion involves dealing with others, acting out the situation can be a valuable learning tool. Group members put themselves in another person's place and must react accordingly. This helps members to more easily see another person's point of view. Ask for volunteers. Describe their roles to them. Let them act out the scene. Reverse roles for shock effect when it is valuable. Afterward, ask the rest of the group to discuss the role-play.
3. *Involve Group in Brainstorming.* Brainstorming means getting all thoughts on a subject down on paper as quickly as possible. Appoint someone to take notes. Encourage the group members to say anything on the topic under discussion. Allow no criticism. Anything goes in brainstorming. After the brainstorming session, the ideas may be discussed and refined.
4. *Use a Tape Recorder.* Opinions sound different when they are played back. Explain that the tape belongs to the group. Have a discussion. Play the discussion back to the group. Ask for comments.

Judging Student Participation

Evaluating the quality of the statements made by a student in group discussion can destroy the discussion. The leader must not judge the "right" or "wrong" of statements because the student judged negatively may stop participating. The leader should do no more than judge whether or not a student has participated in the discussion and has come to grips with the topic and its problems.

The following guidelines may help to clarify whether or not the student is fully participating in the activities.

1. *When the Student Participates.* Student participation in a group discussion is shown by his/her attention to the objectives of the discussion and by his/her contribution of remarks and questions that lead to the attainment of the objectives. Lack of participation is shown by behaviors that do not relate to discussion objectives, such as irrelevant argument, wisecracks, daydreaming, sullen silence, or work on other tasks during a discussion. A student is judged to have participated if the greater part of his/her behavior during the discussion contributes to reaching the objectives of the discussion and does not interfere with reaching them.
2. *When the Student May, or May Not, Have Participated.* A student sometimes does not show clearly that he/she has taken part in a discussion. The student may just sit quietly, following the discussion, but make no open contribution to it. This behavior may, in fact, indicate participation. The student may not feel free to speak openly on every topic or in every discussion, but may follow the discussion and participate actively, if not verbally. If the leader is not sure that a student has participated, he/she should approach the student after the discussion and ask questions to be sure of the student's participation. The leader should encourage the student to make open contributions.
3. *When the Student Does Not Participate.* When the leader is convinced that a student has not participated, he/she should describe precisely to the student the factors which lead to the determination that the student was not participating. Care should be taken to highlight any positive aspects. The student should be encouraged to participate in future discussions. As a last resort only, a student may be asked to leave the group.

UNIT ONE

UNIT ONE

Group Leader's Guide

UNIT ONE: CAREER GOALS AND PLANS

The first unit of the Career Clarification Program: (1) orients students to the program and (2) introduces the processes of goal-setting and action-planning. The unit also introduces and provides practice in information-processing, communications and problem-solving processes, instrumental skills for management of life-planning, career definition, and related academic preparations. Three dominant beliefs govern the unit's methodology: (1) learning starts at the learner's current level of functioning and understanding of reality; (2) the attainment of long-range goals requires the achievement of many specific intervening goals, and (3) significant behavioral changes are facilitated by interaction within a group setting.

Orientation

Entering into any new situation results in a temporary period of insecurity. A student participating in the RBS Career Education Program faces many unfamiliar and challenging situations. The aim of the orientation segment of the Career Clarification Program is to facilitate student adjustment to these situations. The orientation segment helps to develop rapport and feelings of group identity among staff and students. It also promotes intrinsic motivation for attainment of program goals. This segment of the Career Clarification Program accomplishes its goals by acquainting students with the total program and by explicating the rights and obligations of all participants (employers, teachers, counselors, students). The format used in orientation reflects a contract system. A relationship patterned after a legal partnership is established among students, staff, and participating community resources. The program contract and a legal partnership both share the following elements:

1. Partners have a common purpose.
2. This common purpose serves individual interests.
3. Partners commit themselves to certain accomplishments.
4. Each partner is committed to keep current in terms of information relative to his/her contribution.
5. Each evaluates the contributions of the partners on a continuing basis.
6. Each continually evaluates the importance of the contractual arrangement to personal goals.
7. The partners share both in the risks and rewards of their activities.
8. Rights, rewards, and risks are part of the negotiated agreement based on the investment and contribution of the parties.
9. Major changes in the contract require the consent of all partners.
10. The contract may be canceled if any partner fails to live up to the obligations of the contract.

Operationally speaking, the contract format amounts to an "I do + You do = We do" formula.

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Orientation must be carefully planned in order to be successful. Any activities that will be correlated with the Career Clarification Program are valid content for discussion in this segment of the curriculum. Since community-based activities play a vital role in the Career Education Program, requirements of participating community resources in terms of student responsibilities and obligations are useful content for group discussions during this initial phase.

Goals and Plans

Developing a *sense of problem* is the first step in goal-setting and action-planning. Sense of problem is a general feeling of dissatisfaction. It can be conceptualized as the gap between expectations and experience. It is a function of the perceived discrepancy between desired and actual outcome, or perhaps, between the norm and actual behavior, or perhaps, in terms of career education, between job requirements and the state of readiness of the individual in terms of that job.

To develop a sense of problem, the student must see himself/herself in a new way. The student must collect data about himself/herself, his/her environment, and the demands of that environment as he/she takes a place within it. The student must identify and examine assumptions about himself/herself and the complex social scene with which he/she will interact (Figure 4). He/she must develop concerns about what lies ahead, and, in addition, must develop expectations of the future. The student acquires information-processing skills as a function of these activities.

As the student progresses through the program, problem recognition gives way to problem definition. The student identifies personal goals (Figure 5) and begins to prepare a plan to achieve these goals. He/she develops understanding and knowledge of the Career Education Program and how it can help to accomplish self-defined goals (Figure 6). Problem definition is followed by a search for solutions. The student gains skill in choosing from alternatives by applying personally-derived and institutionally-defined criteria to a choice. The search for solutions to a problem culminates in the development of a plan for goal achievement (Figure 7).

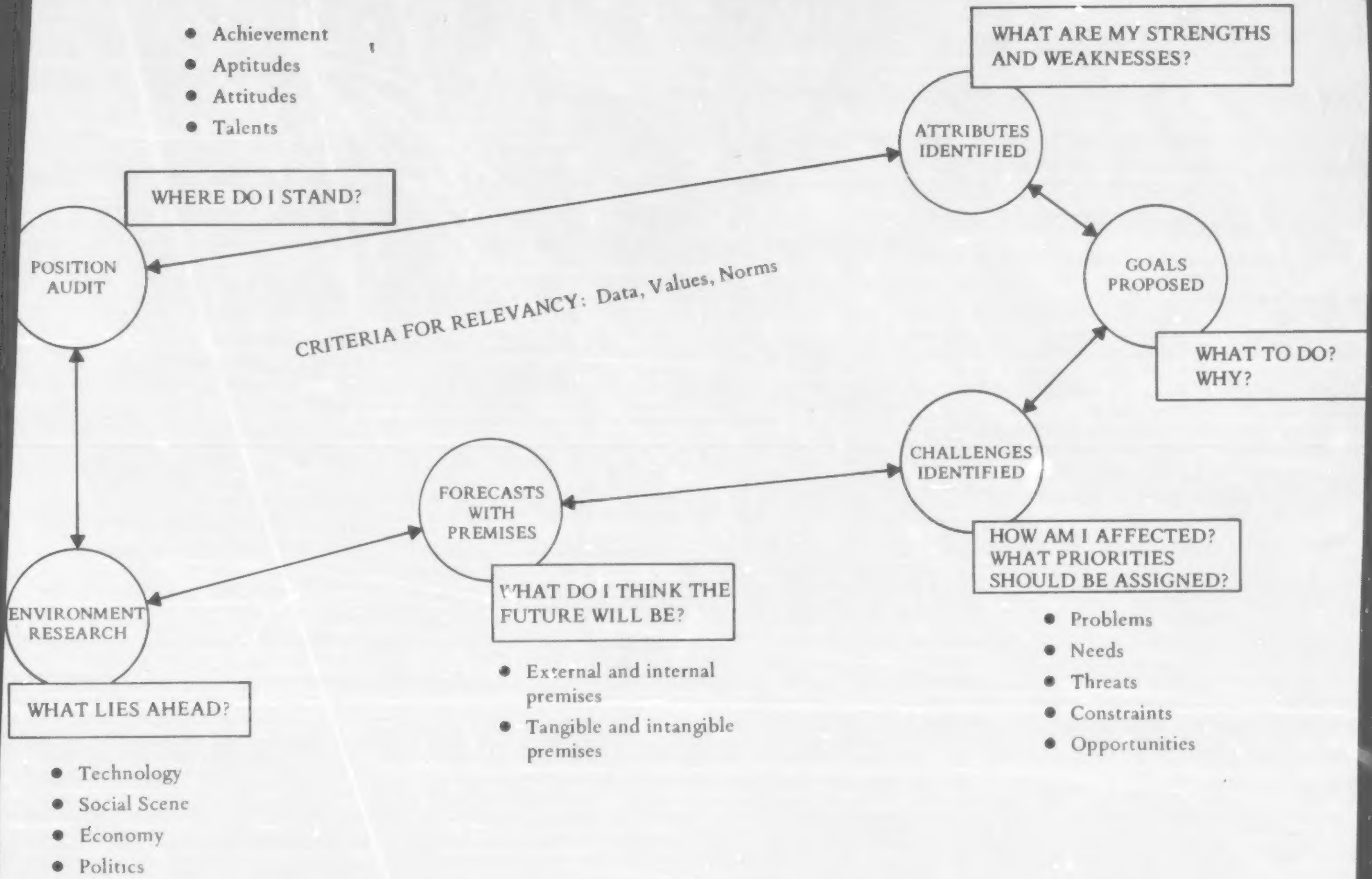

Achievement
Aptitudes
Attitudes
Talents
WHERE DO I STAND?
POSITION AUDIT
WHAT ARE MY STRENGTHS AND WEAKNESSES?
ATTRIBUTES IDENTIFIED
GOALS PROPOSED
WHAT TO DO? WHY?
CRITERIA FOR RELEVANCY: Data, Values, Norms
CHALLENGES IDENTIFIED
HOW AM I AFFECTED? WHAT PRIORITIES SHOULD BE ASSIGNED?
Problems
Needs
Threats
Constraints
Opportunities
FORECASTS WITH PREMISES
WHAT DO I THINK THE FUTURE WILL BE?
External and internal premises
Tangible and intangible premises
ENVIRONMENT RESEARCH
WHAT LIES AHEAD?
Technology
Social Scene
Economy
Politics

Figure 4. Needs Research

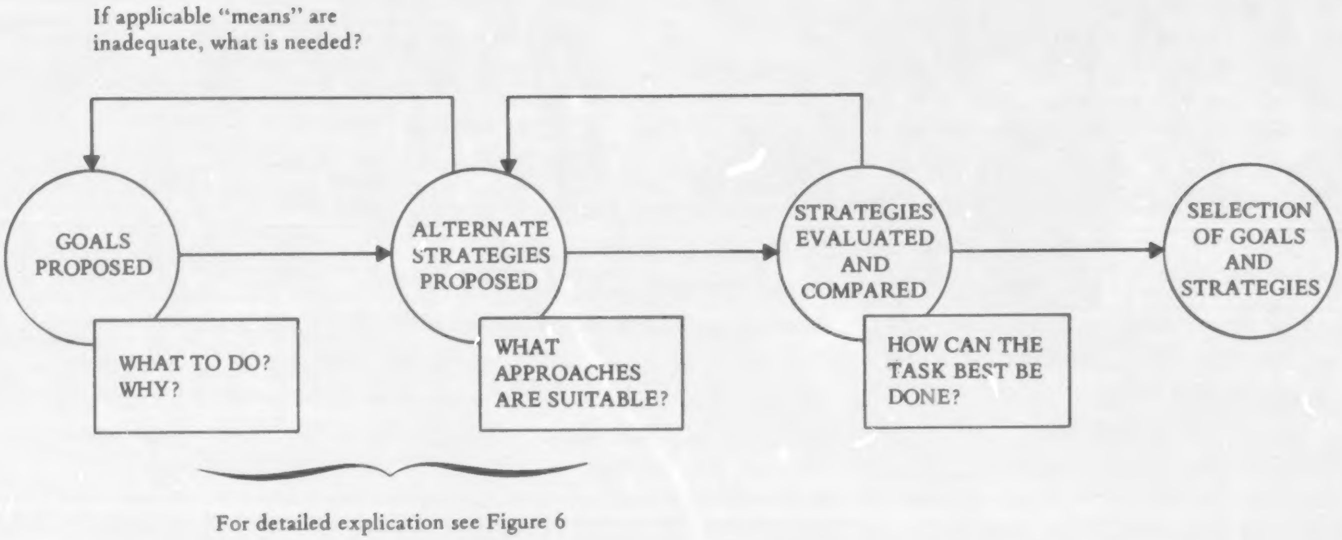

If applicable "means" are inadequate, what is needed?
GOALS PROPOSED
WHAT TO DO? WHY?
ALTERNATE STRATEGIES PROPOSED
WHAT APPROACHES ARE SUITABLE?
STRATEGIES EVALUATED AND COMPARED
HOW CAN THE TASK BEST BE DONE?
SELECTION OF GOALS AND STRATEGIES
For detailed explication see Figure 6

Figure 5. Goal Definition

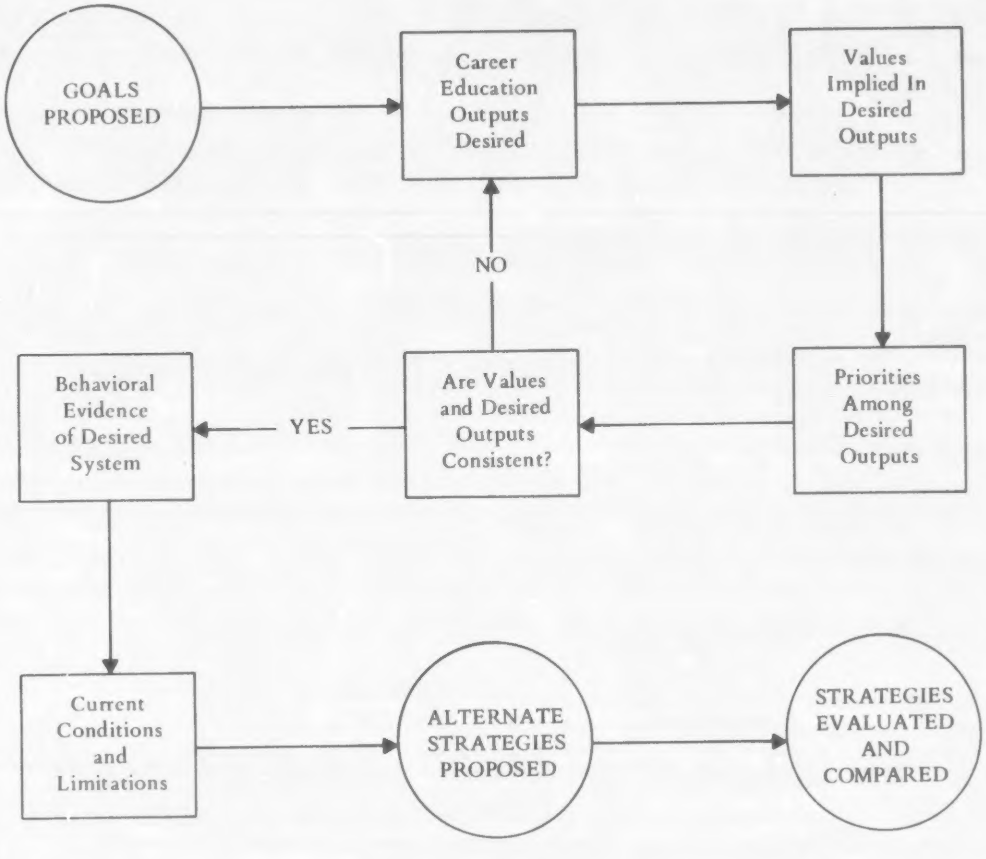

GOALS PROPOSED
Career Education Outputs Desired
Values Implied In Desired Outputs
Priorities Among Desired Outputs
Are Values and Desired Outputs Consistent?
NO
YES
Behavioral Evidence of Desired System
Current Conditions and Limitations
ALTERNATE STRATEGIES PROPOSED
STRATEGIES EVALUATED AND COMPARED

Figure 6. Flow Chart of Goal Formulation Sequence

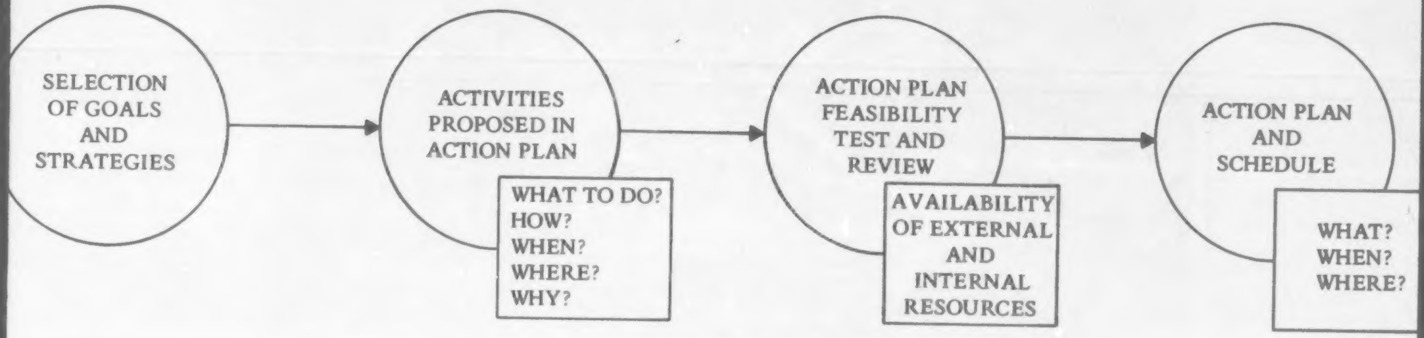

SELECTION OF GOALS AND STRATEGIES
ACTIVITIES PROPOSED IN ACTION PLAN
WHAT TO DO?
HOW?
WHEN?
WHERE?
WHY?
ACTION PLAN FEASIBILITY TEST AND REVIEW
AVAILABILITY OF EXTERNAL AND INTERNAL RESOURCES
ACTION PLAN AND SCHEDULE
WHAT?
WHEN?
WHERE?

Figure 7. Action Plan

UNIT ONE

Curriculum Materials

UNIT ONE - Orientation

To the Group Leader:

EXERCISE 1

FOR YOUR INFORMATION

Objective:

To help students understand the Career Education and Career Clarification Programs

Procedure:

Define and discuss the Career Education Program stressing its goal – to improve the career development of youth – and its methodology – emphasis on learning through experiences outside the school, development of basic skills, and career exploration. (Refer to *RBS Career Education* for a complete description of the program.) Have students fill out the questionnaire, discuss answers, and help students answer those questions which they had difficulty answering.

for your information

WELCOME TO THE CAREER CLARIFICATION PROGRAM. We want you to enjoy your stay here and to profit as much as you can from the activities. Let's answer a few questions about the **Career Education Program** and discuss the ways in which your **Career Guidance Group** can help you gain from the program.

FOR YOUR INFORMATION

CHECK "YES" OR "NO" AFTER EACH STATEMENT

1. If you want to graduate from high school, do you know what the requirements for graduation are?

   Yes No

2. Do all the Career Education Program credits apply toward graduation credits?

   Yes No

3. Do you know what activities the Career Education Program offers that might help you prepare for the career you think you like?

   Yes No

4. If you want to go to college or technical school, do you know which Career Education Program activities will help you or what kind of information is available in the program?

   Yes No

5. If there are things you enjoy doing, do you know whether the Career Education Program has any activities or resources that might help you or allow you to do these things?

   Yes No

6. Briefly describe what you have to know about a career to determine how helpful the Career Education Program can be in attaining that goal.

To the Group Leader:

EXERCISE 2

YOUR PORTFOLIO: IT IS IMPORTANT!

Objective:

To establish procedures for storing completed exercises for use in other program activities.

Procedure:

The group leader should provide, or ask students to provide, portfolios in which they will store their completed exercises. The importance of completion and preservation of the materials should be stressed. The program requires that students have easy access to their materials. Although they must be readily available to the students, they must be secure from access to others. Many of the personal assessments, thoughts, and plans that students will transcribe are private and are made public only at the student's discretion and desire.

YOUR PORTFOLIO: IT IS IMPORTANT!

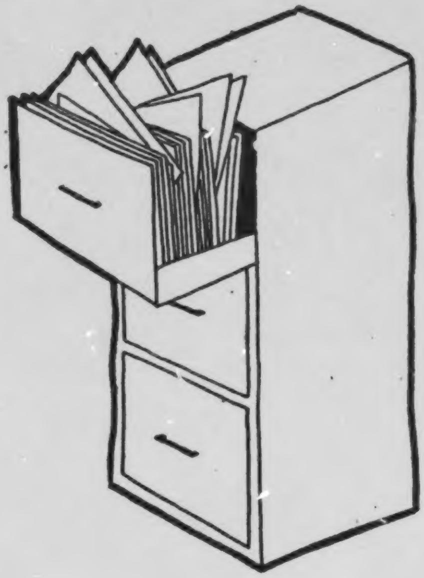
In the Career Clarification Program,

you will respond to:
  questionnaires
  checklists
  inventories, etc.

you will read:
  statistics
  reports
  predictions, etc.

you will write:
  logs
  applications
  resumés, etc.

you will *think* on paper!



Your thoughts and ideas are important. Your responses to the materials used in the Career Guidance Group will be filed in your own *private* portfolio. As you progress through the Career Clarification Program, you will frequently review the materials in your portfolio and use your past responses as a measure of change in your thinking and perceptions. You will use your recorded thoughts of the past as the foundation for a clearer idea of *who you are, what you want to be, and how to move from one point to the other.* This is why it is important for you to write your responses clearly and fully and to keep them together in the portfolio.

To the Group Leader:

EXERCISE 3

RULES AND REGULATIONS . . . WHO NEEDS THEM?

Objective:

To define the group setting and formulate the rules by which the guidance group will operate. (The group leader must insure that school policy is represented and adhered to in any group decision.)

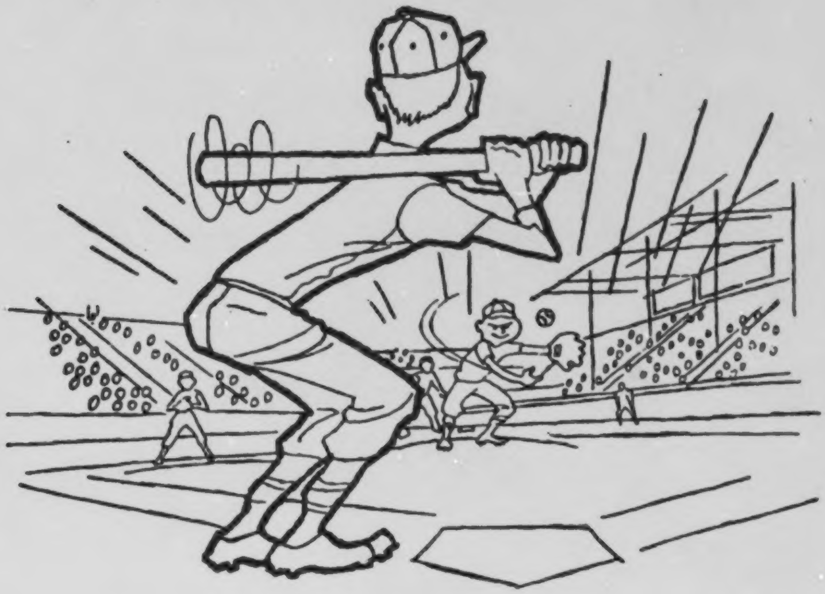
Procedure:

Discuss behaviors which can hinder and behaviors which can help a group accomplish its objectives.

Rules formulated by and for the group based on these behaviors should involve:

Attendance.
Grading (if applicable).
Mutual respect in terms of language and conduct.
Participation.
Personal privacy.
Mutual responsibility.
The group leader as a member of the group with all privileges, rights, and responsibilities.

RULES AND REGULATIONS . . . Who Needs Them? . .



In baseball, the hitter is trying to get a hit. The pitcher is trying to get him out. The foul lines, the strike zone, the size of the ball, and everything else connected with the game are defined by rules and regulations. Consider the confusion that would exist if the players defined these things each time they played a game. It is the same in the Career Guidance Program. Group discussions would be chaos without some kind of order.

RULES AND REGULATIONS

Problem:

What kinds of behaviors (mine, staff, community participants) are necessary to achieve the goals of the Career Guidance Group?

Behaviors that help	Behaviors that hinder

RULES AND REGULATIONS

List all the rules and regulations which you believe will contribute the most to a good learning experience.

UNIT ONE - Career Goals and Plans

To the Group Leader

EXERCISE 4

LET'S LOOK AHEAD

Objectives:

1. To provide students with insights into the society of the future.
2. To introduce the concept of future planning.
3. To provide future-oriented data for personal planning.
4. To practice group interaction skills.

Procedure:

Have students complete the exercise. The group leader may expand upon the future-oriented data supplied in the exercises. On the third page of the exercise, there is a need for the group leader to interject projections relative to the local area. This material might include economic projections used for planning by community program participants, current state employment figures, and projections of future manpower needs. Students can offer their perceptions of the society to come.

Suggested Activity:

Students might survey local planning methods in their municipal government, school district building plan, and county road construction.

LET'S LOOK AHEAD . . .

THE UNITED STATES IN THE YEAR 2000

Population	318 million
Employed labor force	122 million
Leisure-oriented society	Work-year 1,100 hours
Work day	7.5 hours
Working days per week	4
Working weeks per year	39
Legal holidays	10
Weekend days	3
Weeks per year vacation	13

Thus, in a leisure-oriented society one can spend:

40% of the week on a vocation
40% of the week on an avocation
20% (or more than one day a week) on neither – that is, just relaxing.

The year 2000 is still far in the future. But, if any of these forecasts are valid, many significant changes will occur between now and then. Can you think of any changes that may happen in the next five years that might affect your career plans . . .?

LET'S LOOK AHEAD . . .

You have participated in several activities at community resource sites involved in the Career Education Program. Do you think that significant changes will occur in these employer areas in the next five years? . . . Or, maybe ten years?

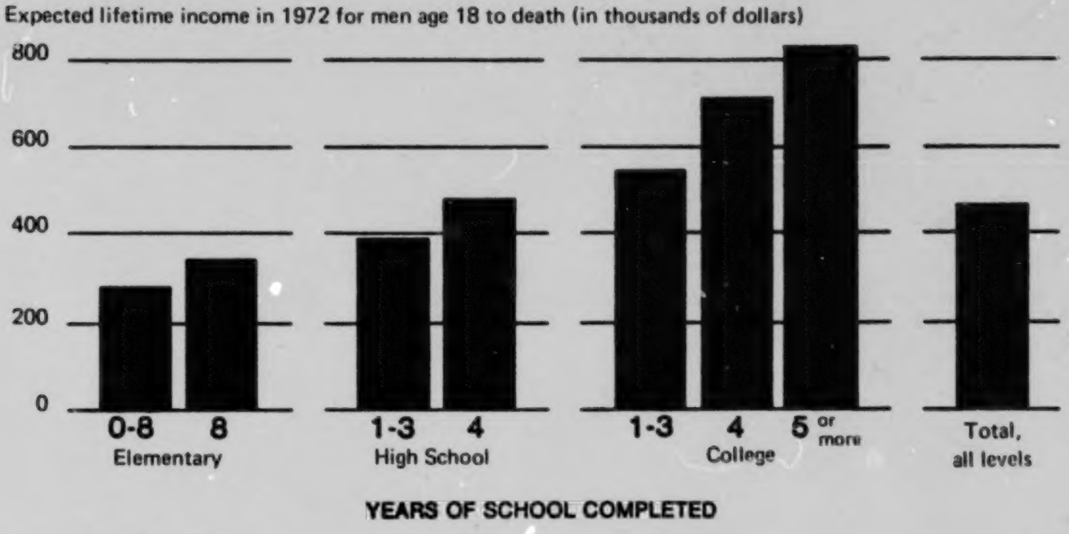
Do government publications tell you anything about potential changes in your interest areas?

Getting back to LEISURE. How old will you be in the YEAR 2000?_____. Knowing your own characteristics, does all that free time sound good to you . . .? How do you think you would spend it . . .?

LET'S LOOK AHEAD . . .

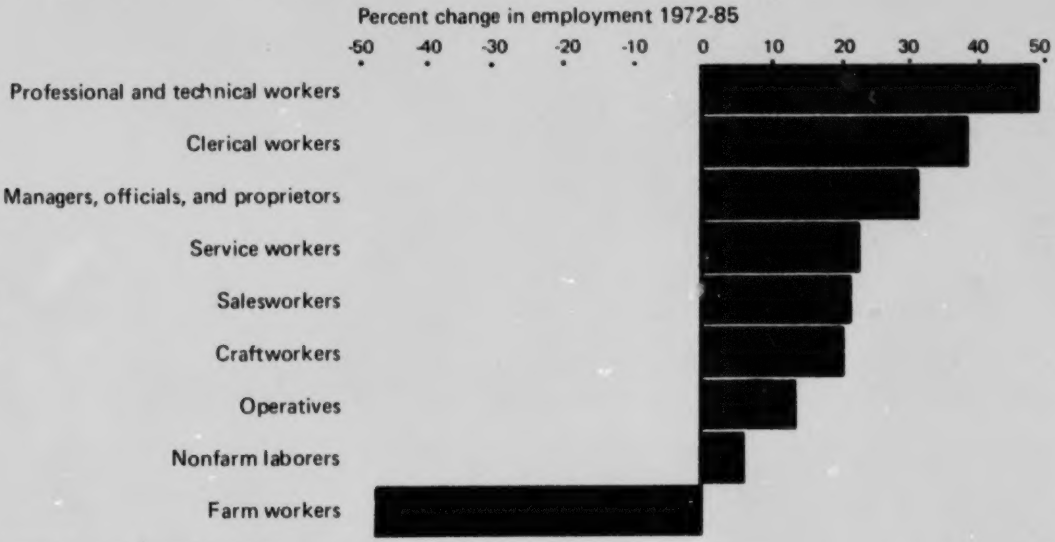
You have been asked to fantasize about what the world will look like in the near future. Experts in several fields have done the same thing. Here are some of their *educated guesses.*

Estimated Lifetime Earnings for Men Tend to Rise With Years of School Completed



Source: Bureau of the Census

Through the Mid-1980's Employment Growth Will Vary Widely Among Occupations



Source: Bureau of Labor Statistics

To the Group Leader:

EXERCISE 5

STANDARDIZED TESTS

Objectives:

1. To introduce the concept of standardized tests, including reliability and validity.
2. To promote understanding of tests scores.
3. To encourage students to use their relative strengths and weaknesses as indicated by standardized tests as inputs for career planning.
4. To develop student self-confidence in ability to take tests through an understanding of their use in school, industry, and the military.

Procedure:

Students complete the exercise and discuss their responses. The full complement of tests used in school is discussed. Each student, in conference with his/her counselor, completes a Standardized Test Profile Sheet for each standardized test taken in school and completes the comments.

Suggested Activity:

Have students survey the personnel managers of participating community resource sites and state and local government agencies to determine the use of standardized test scores as hiring and/or promotion criteria.

-06

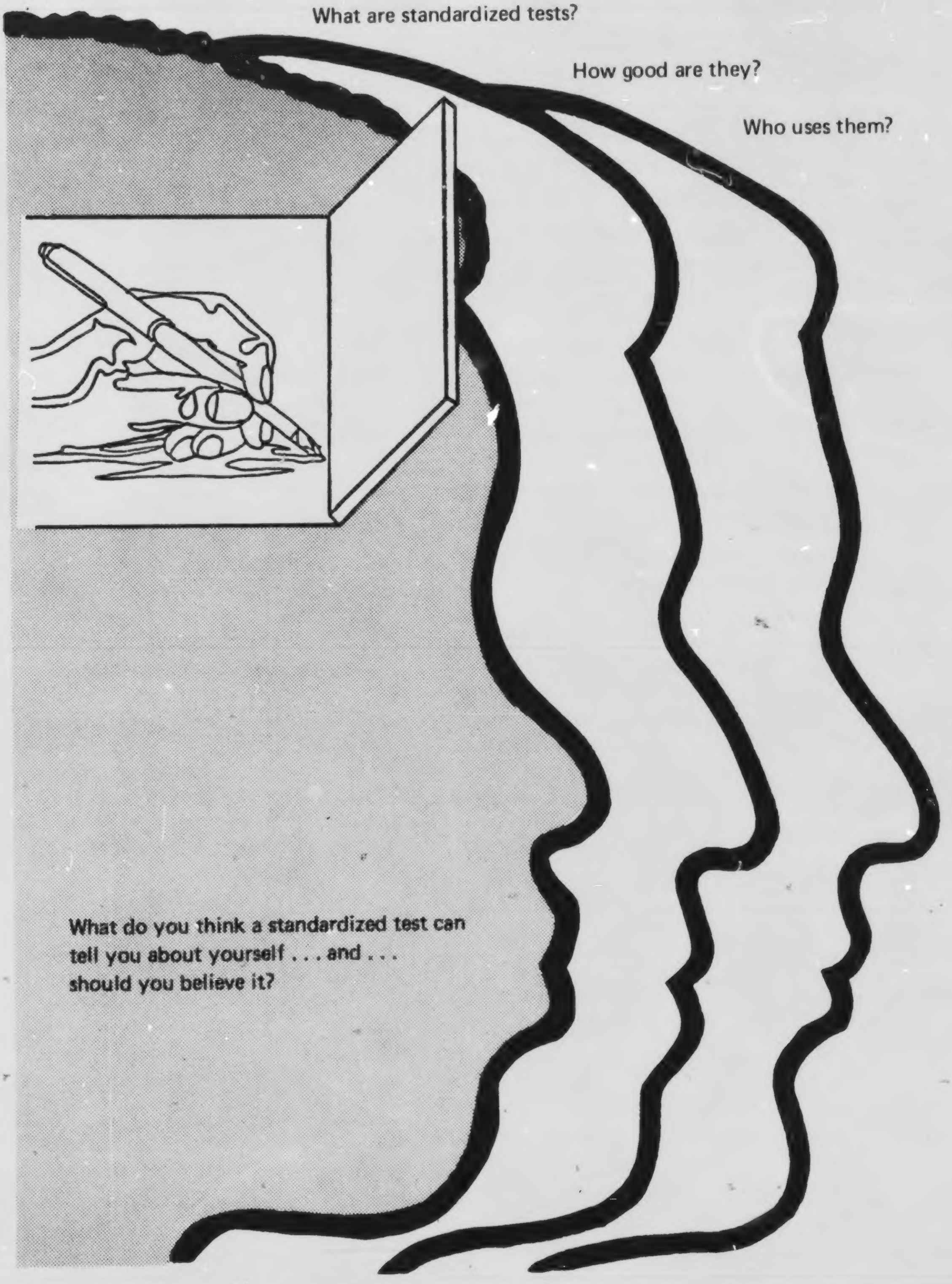
STANDARDIZED TESTS

You have been tested from every angle and direction since you began school.

What are standardized tests?

How good are they?

Who uses them?



What do you think a standardized test can tell you about yourself . . . and . . . should you believe it?

STANDARDIZED TEST PROFILE SHEET

Test Name ____________________

Subtest Name ____________________

Counselor's Comments: ____________________

____

____

____

____

____

Student's Name: ____________________

Age ________ Grade ____________________

Date Taken ____________________

Student's Comments: ____________________

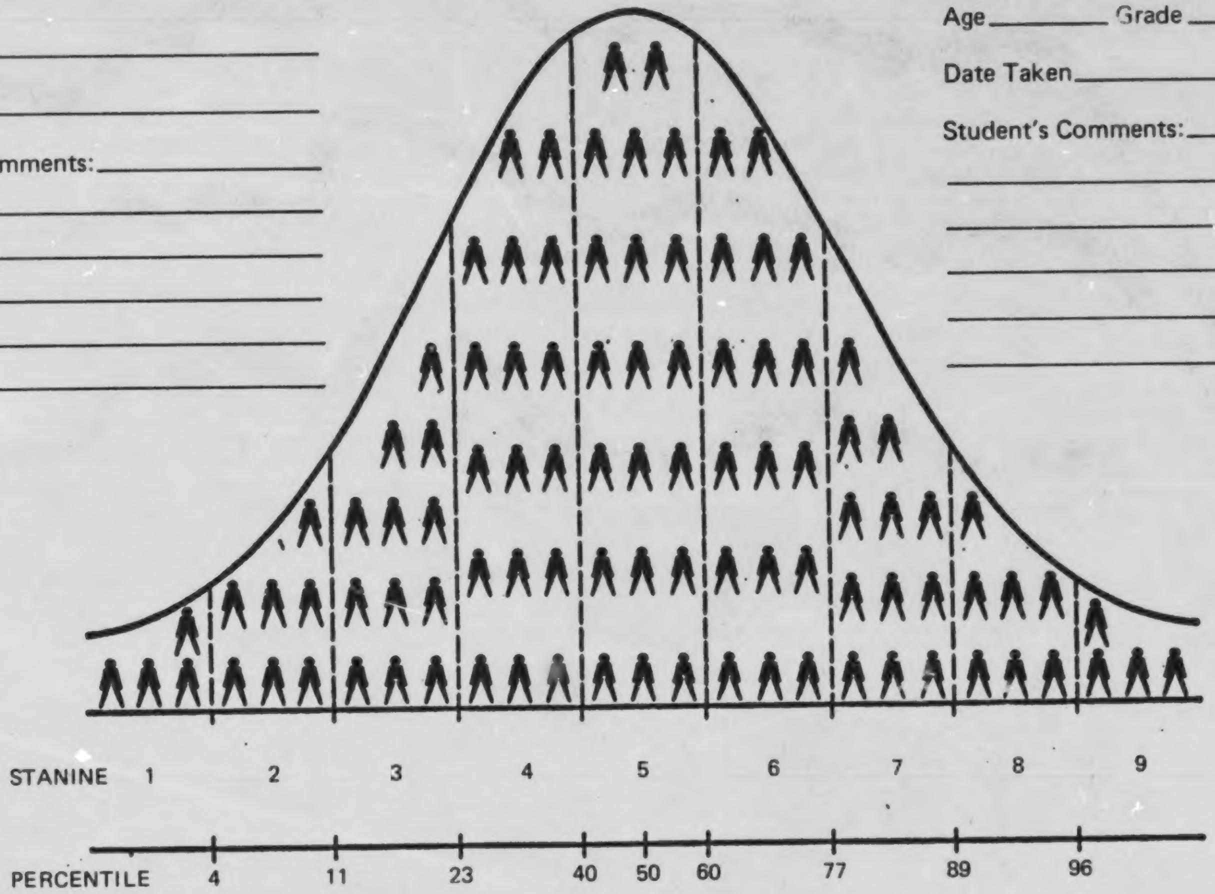
____

____

____

____

____


STANINE
1
2
3
4
5
6
7
8
9
PERCENTILE
4
11
23
40
50
60
77
89
96

Color or shade in the area under the NORMAL CURVE that corresponds to the score you received in this test or one of its sub-tests.

To the Group Leader:

EXERCISE 6

MAYBE HE CAN GET AWAY WITH IT. CAN YOU?

Objectives:

1. To evaluate student readiness to utilize Career Education Program resources in a comprehensive career guidance planning process.
2. To determine individual comprehension of the *Self-directed Search.**
3. To expand the students' knowledge of standardized test concepts and their utility.
4. To underscore the tentative nature of results and interpretations of standardized tests.

Procedure:

The content of this exercise is important only as a vehicle to indicate to students that the program has many resources that will aid them in career definition and planning. Independently, in groups, and with the group leader, students explore their career interests and make tentative decisions about their life objectives. Emphasis should be placed upon the student's obligation to know what is available and how to use it to the fullest. Attention should be called to:

1. Literature in the career information files.
2. The correlation of resource-site activities to specific occupations.
3. The State Employment Service.
4. Instructional personnel in all disciplines.

Group discussions may include the concepts of standardized tests, individual interests and aptitudes, and their relationship to goals and planning.

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*John L. Holland, *The Self-directed Search* (Palo Alto, Cal.: Consulting Psychologists Press, 1970).

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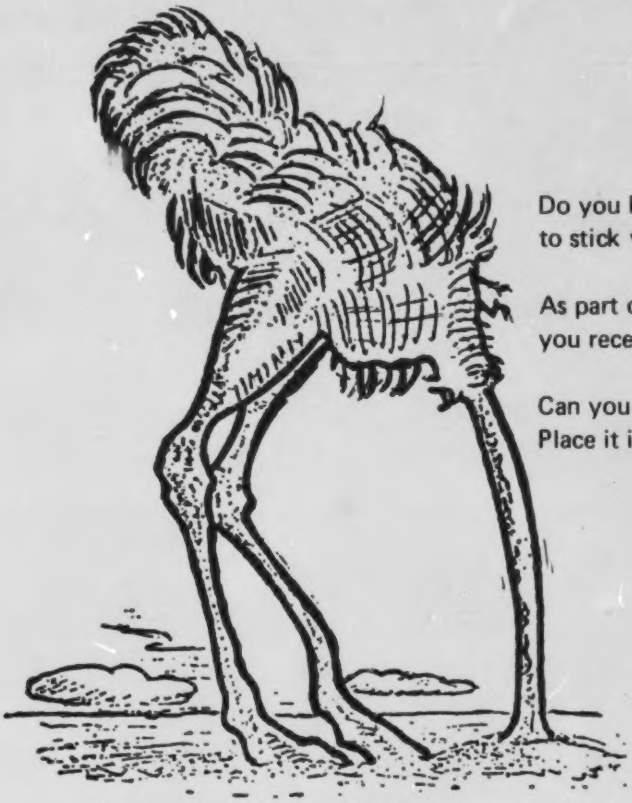
MAYBE HE CAN GET AWAY WITH IT. CAN YOU?



Do you know enough about yourself to stick your neck out . . . maybe not!

As part of the Self-directed Search, you received a three letter code.

Can you recall that code . . .? Place it in this box.

The code identified the characteristics that distinguish you in terms of:

interests
competencies
experiences
self-concept

The code matches certain occupations best suited to these characteristics.

How many of your occupational areas can you recall?

Make a list of them here.

1.
2.
3.
4.
5.

By the way, the "head in the sand" legend has been exploded in zoological circles. An ostrich puts his head *on* the sand (not in it), to signal his resignation to unavoidable defeat. Not an altogether inappropriate image for the short-sighted career planner.

MAYBE HE CAN GET AWAY WITH IT. CAN YOU?

Of course, you have given much thought to what you want to be doing in the years to come . . .

List some of your occupational choices and check them with the list from the *Self-directed Search.*

You have listed occupational areas of your own choice and others designated for you by the *Self-directed Search.* Where can you find information related to these areas?

How can a standardized test help you know more about yourself?

To the Group Leader:

There are many conceptual models that organize and classify occupational areas. The Self-directed Search is based upon a classification system devised by John Holland. It focuses upon aptitudes and interests as a means of dividing the job domain. The following resource material highlights the theoretical model designed by Anne Roe. It can be used as a contrast to Holland's approach. There is value in calling attention to the underlying theories of other classification systems, such as *The Dictionary of Occupational Titles* and the United States Office of Education Clustering Scheme.

GROUP LEADER RESOURCE:

CONCEPTUALIZED OCCUPATIONAL HIERARCHY BASED UPON PRIMARY FOCUS AND RESPONSIBILITY OF JOB

Anne Roe,* an authority on the psychology of occupations, has developed a method of relating personal preferences to involvement in the world of work. She organizes work into two dimensions: 1) the primary focus of the activity, and 2) the level of responsibility and training inherent within the job. The following eight categories represent Roe's grouping of workers by specific primary activities:

1. Service: Occupations servicing and attending to the personal tastes, needs, and welfare of other persons, including guidance, social work, and domestic and protective services.
2. Business Contact: Occupations primarily concerned with the face-to-face sale of commodities, investments, real estate, and services, including demonstrator, auctioneer, and other kinds of agents where personal persuasion and the person-to-person relationship are important.
3. Organization: Managerial and white collar jobs in business, industry, and government primarily concerned with the organization and efficient functioning of commercial enterprises and government activities.
4. Technology: Occupations concerned with the production, maintenance, and transportation of commodities and utilities, including engineering, crafts (including repair work), and the machine trades, as well as transportation and communication.
5. Outdoors: Agriculture, fishing, forestry, mining, and kindred occupations primarily concerned with the cultivation and preservation of crops, marine and inland water resources, mineral resources, forest products, and animal husbandry.
6. Science: Occupations concerned primarily with scientific theory and its application other than technology.
7. General Cultural: Occupations involved in the presentation and transmission of the general cultural heritage, including occupations in education, journalism, law, the ministry, and linguistics.
8. Arts and Entertainment: Occupations demanding special skills in the creative arts and in the field of entertainment, including creators and performers.

---

*Adapted from: Ann Roe, *The Psychology of Occupations* (New York: John Wiley and Sons, 1956).

Roe's second dimension is a carefully structured classification based upon degrees of responsibility, capacity, and skill in representative occupations. In some areas the level of education overlaps, so that in certain instances either a two-year or a four-year college education may be required. Also, the same title may be assigned to different levels, depending on the duties within the title.

Level 1.

At this level are the professional and managerial positions which demand independent responsibility. Here are the innovators, creators, and top managers and administrators. They are policy-makers. When education is relevant, it is at the doctoral level or the equivalent.

Level 2.

The distinction between this level and Level 1 is primarily one of degree. Independence is necessary but with narrower or less significant responsibilities both for self and others. The work is less important and has less variety of tasks. Education is at or above the bachelor level, but not the doctorate or its equivalent.

Level 3.

This work could be labeled as semi-professional or small business. There is a low-level responsibility for others. It calls for the application of policy and the determination for self only (as in managing a small business). Education is at the Associate-in-Arts degree level or its equivalent.

Level 4.

At this level are the skilled occupations requiring apprenticeship or other special training or experience.

For the basis of her organization, Roe used many broad studies, compiling scientific evidence for the placement of specific occupations within their respective groupings.

To the Group Leader:

EXERCISE 7

THE WEAKEST LINK

Objectives:

1. To help the students focus upon their personal strengths and weaknesses.
2. To develop student awareness that one's self-perceptions are conditioned by others.

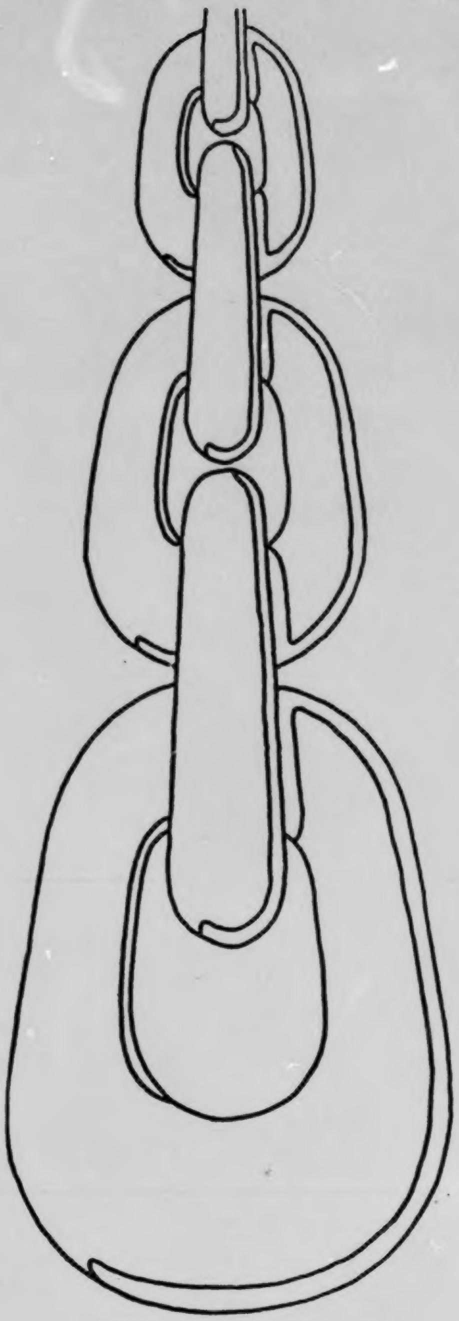
Procedure:

The exercise is completed by each student individually. Within the group setting, there is an exchange of responses. Classmates may role-play the part of teacher or employer.

THE WEAKEST LINK

"A chain is as strong as its weakest link" is an expression we have all heard . . .

If you were asked to describe your weakest link . . . what would you say . . .?



On second thought, perhaps such a question is not fair unless there is a reference point to begin with . . .

Suppose you were describing your weakest point to:

Your science teacher

Your best friend

An employment manager (at one of your resource sites)

Of course, we all have a lot of weak points, but we all have strengths too. What would you say to the same people in terms of these good points. . .?

To the Group Leader:

EXERCISE 8

CAREER LADDER

Objectives:

1. To permit students to fantasize without limits a career-ladder progression.
2. To correlate fantasy with reality in terms of the career-ladder events.

Procedure:

After completion of the exercise, students voluntarily share selected career ladders with the group. Questions and answers relative to real-life events serve as a reality test of career-ladder fantasies.

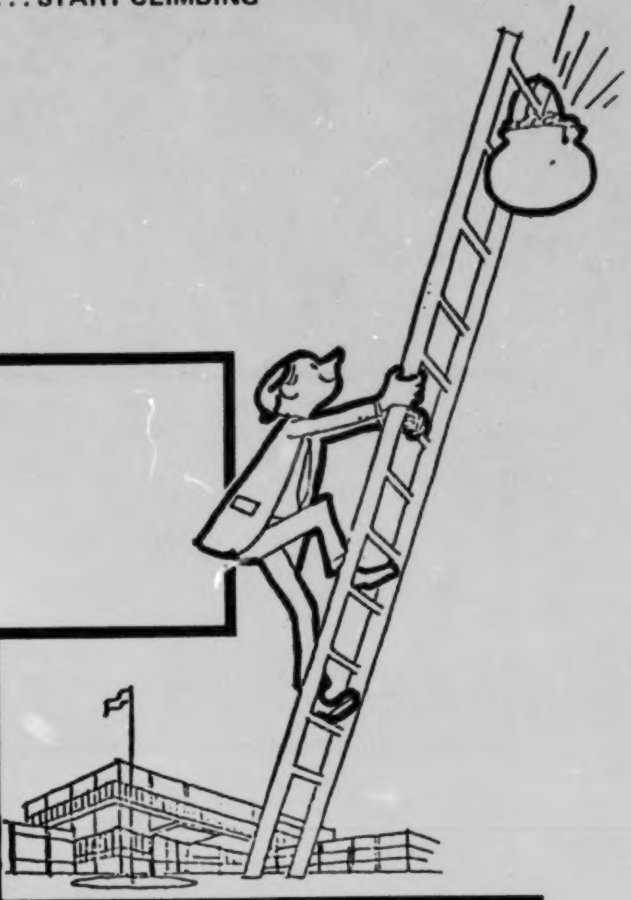
Suggested Activity:

Have students research entrance requirements for their occupational fantasies.

CAREER LADDER . . . START CLIMBING

Success for some people is in terms of a "pot of gold."

How do you see success for you . . .?



The cartoon shows the base of the ladder in the school . . .

Do you agree that it belongs there . . .?

How much can the school do for you . . .?

CAREER LADDER

The "pot of gold" that some of us are seeking is not a "sure thing." Some of us are trusting to luck to make it so, and others are planning how to reach it. A plan has to start with a goal. Let's fantasize a bit. Where do you expect to be next year? Five years from now? Ten years from now? . . . What things can you do to make these predictions the kinds of events you want them to be . . .?

Ten years from now

Five years from now

Next year

To the Group Leader:

EXERCISE 9

ATTITUDES AND INTERESTS

Objectives:

1. To acquaint the students with the range of attitudes and interests which each possesses.
2. To provide data relative to self as input into decision-making.
3. To correlate attitudes and interests to career-planning.

Procedure:

Students complete the exercise and discuss, in the group setting, the relationship of attitudes and interests to work choice and life style. You may wish to have volunteers to share their responses to selected questions as an attempt to illustrate the diversity of interests and attitudes that reside within a relatively homogeneous group.

ATTITUDES AND INTERESTS

1. The time I had the most fun with my own family was ______________________

2. When I have time to do just as I please, I like to ______________________

3. Things my parents ask me to do that I don't like are ______________________

4. Things I do with my brothers and sisters are ______________________

5. The thing I like best about my neighborhood is ______________________

6. Things I'd like to change in my neighborhood are ______________________

7. Things older people do that I like are ______________________

8. Things older people do that I don't like are ______________________

9. Things people in our neighborhood do to help each other are ______________________

10. The kind of boy or girl I would like for a friend is one who ______________________

11. The kind of boy or girl I would not like for a friend is one who ______________________

12. Things other students do that make it hard for the class to work together are ______________________

13. Things other students do that make it easy to work together are ______________________

14. If I were the teacher, when pupils disobeyed, I would ______________________

15. A boy or girl becomes a leader in school because ______________________

ATTITUDES AND INTERESTS

16. I watch TV (when)____________________. My favorite programs are__________

____

____

17. The equipment or tools that I have that I like best are______________________

____

18. I do/don't like to read____

____

19. I have/have not had a pet. It was/is____________________________________

____

20. Most people sometimes feel afraid. Some of the things that make me afraid are______

____

____

21. School rules I find hardest to obey are_________________________________

____

22. If I were going to be in a show/play, the kind of person I would like to be is_______

__________________, because_____________________________________

____

23. The best thing that could happen to my family is__________________________

____

24. If I could have three wishes come true, they would be______________________

____

____

____

____

To the Group Leader:

EXERCISE 10

ASSESSING YOUR ACADEMIC PERFORMANCE

Objectives:

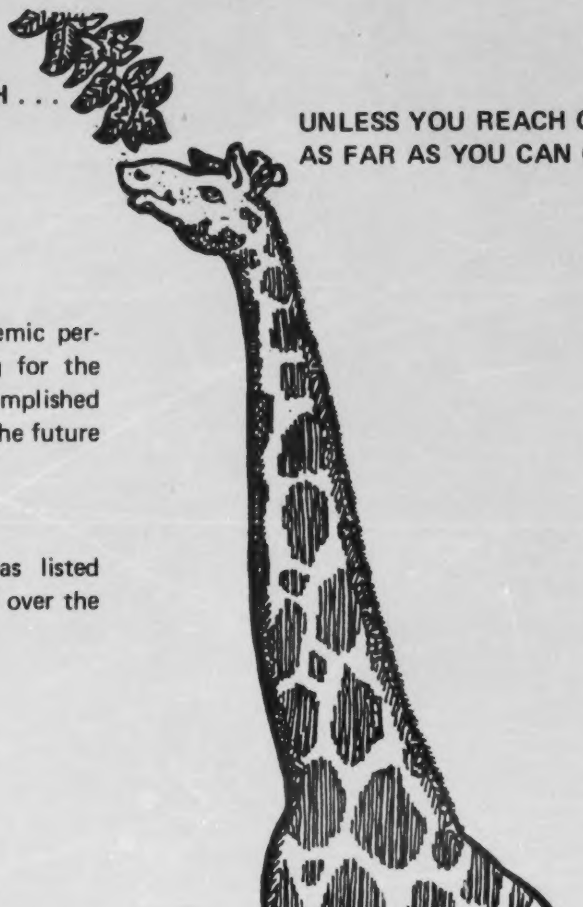
1. To aid students in reviewing their academic performance.
2. To have students assess their academic standings in terms of energy devoted to each subject.
3. To have students get feedback from teachers in terms of the teachers' perceptions of the student's efforts.
4. To have students prepare a work plan to accomplish an improvement in scholastic work.
5. To define behaviors, positive and negative, that affect academic achievement.

Procedure:

This exercise is self-guiding. Faculty members should be informed of their part in this guidance function. Individual counseling sessions can be correlated with the implementation of this exercise. Group discussion relative to student behaviors supportive of high academic performance is suggested.

ASSESSING YOUR ACADEMIC PERFORMANCE

YOU'LL NEVER KNOW
HOW FAR YOU CAN REACH . . .



UNLESS YOU REACH OUT
AS FAR AS YOU CAN GO.

An honest evaluation of your academic performance is imperative in planning for the future. Not only what you have accomplished in the past, but what you can do in the future is all part of an ACTION PLAN.

1. For each of the subject areas listed below, write your average grade over the past two years.

ENGLISH _____

SOCIAL STUDIES _____

SCIENCE _____

MATHEMATICS _____

SUBJECT OF YOUR CHOICE

_______________ _____
(subject)

ASSESSING YOUR ACADEMIC PERFORMANCE

2. For each of the listed subjects, indicate how much effort went toward earning your grade.

Comments

Use H = high
M = medium
L = low

ENGLISH ______

SOCIAL STUDIES ______

SCIENCE ______

MATHEMATICS ______

OPTION ______

3. Consult with your subject area teachers for their assessments of your effort in class. Use this form to record these comments.

Comments

ENGLISH ______

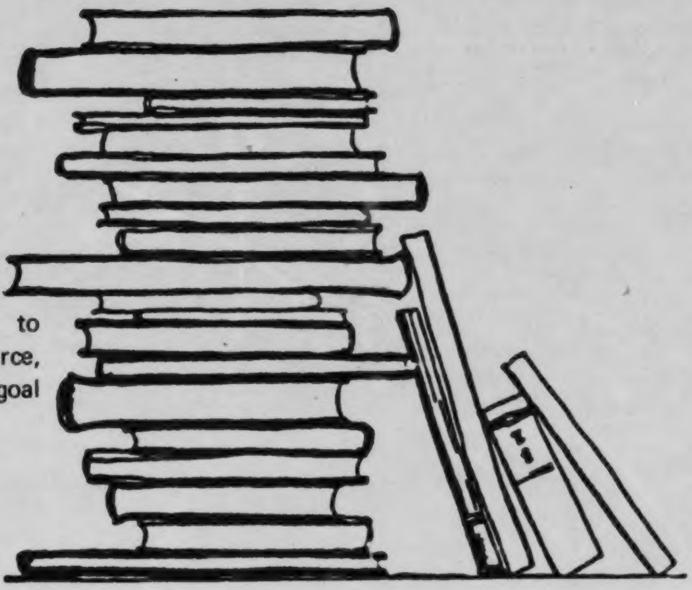
SOCIAL STUDIES ______

SCIENCE ______

MATHEMATICS ______

OPTION ______

ASSESSING YOUR ACADEMIC PERFORMANCE



Select a subject in which you want to improve. Using your teacher as a resource, work out a plan to reach an academic goal which you will set.

Present

Subject ______________________

Present Grade ______________________ Teacher ______________________

Hours/week spent in preparation ______________________

Breakdown of the total preparation time:

Homework (written) ______________ Homework (study) ______________

Review for tests ______________ Projects ______________

Absences ______________ Tardiness ______________

Attitude

ASSESSING YOUR ACADEMIC PERFORMANCE

Future

Desired grade ____________________

Estimated preparation time needed to reach goal: ____________________

Breakdown of preparation time:

Homework (written) ____________ Homework (study) ____________

Review for tests ____________ Projects ____________

Absences ____________ Tardiness ____________

Attitude:

Behaviors That Will:

Hinder Me	Help Me

To the Group Leader:

EXERCISE 11

MONEY AND YOUR WORK

Objectives:

1. To assess the importance of money as a variable in career choice.
2. To extend the students' thinking of money as a determinant of life-style.

Procedure:

The students complete the exercise. Group discussion centers upon the relationship of money to personal happiness. The concepts of the work ethic, free enterprise, planned obsolescence, and the welfare society can all be utilized.

Suggested Activities:

Have students research the earning capacities of workers in a vocational area. For example, health sciences may be surveyed in terms of a career ladder including doctors, nurses, therapists, lab technicians, nurses' aides, orderlies.

MONEY AND YOUR WORK

MONEY, Ah, wonderful money! Listen to it jingle down there deep in your pocket. Feel it swell your wallet. Savor its crispness.

YEN
MARKS
RUBLES
FRANCS
DOLLARS
POUNDS
GUILDERS
LIRA
RUPEES
PESOS

As you have journeyed through the Career Education Program, one of the questions you may have asked about a job was "How well does it pay?"

You are now considering tentative career areas. How important is *pay* in your thinking.

What other things are you considering in making a career choice?

It is estimated that you will work for 100,000 hours in your lifetime.... Considering this, what things should influence your career choice?

To the Group Leader:

EXERCISE 12

EARNINGS AND EDUCATION

Objectives:

To indicate to students the correlation between years of education and earnings.

Procedure:

Have students guess the missing figures in the exercise. In a discussion, the group can compare their estimates. The group leader should research the correct figures (1974-75 edition of the *Occupational Outlook Handbook)* and, at the opportune time, present them to the class.

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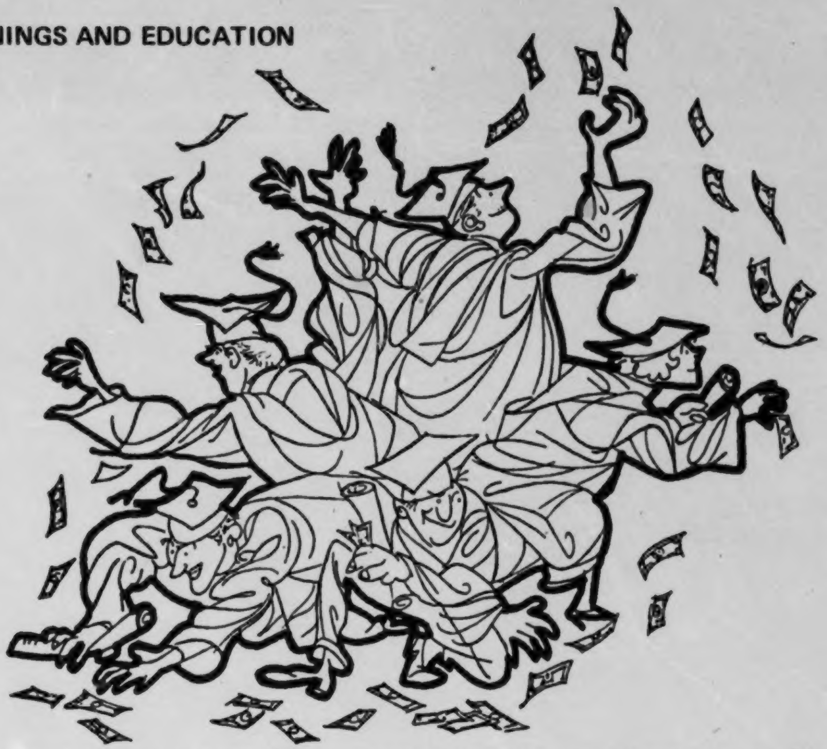
EARNINGS AND EDUCATION



You have heard a lot about the importance of getting an education and of how it will increase your earning power . . .

It's true. Additional schooling is clearly associated with a very substantial increase in lifetime earnings.

Over a lifetime the difference in earnings of men with one to three years of high school and those of a high school graduate is better than . . .

while the difference in earnings between a high school graduate and a college graduate is about . . .

EDUCATION LIFETIME DOLLARS WORK

Is that all there is to it . . .?

To the Group Leader:

EXERCISE 13

VOCATIONAL APTITUDES

Objectives:

1. To focus students' attention upon their vocational aptitudes.
2. To review results of standardized tests measuring vocational aptitudes.
3. To correlate vocational aptitude with vocational areas and specific jobs.
4. To motivate students to use career library materials.

Procedure:

Upon completing the exercise, the group will discuss aptitudes and the specific standardized tests used in their school to measure aptitudes. Emphasis should be upon defining each of the aptitude areas. All students should be encouraged to consult with their guidance counselors to review the results of their standardized aptitude tests. This interview should investigate the correlation between what the student thinks are his/her strong points and what the standardized tests actually indicate.

PART 1: VOCATIONAL APTITUDES

A type of standardized test used in most high schools measures general vocational aptitude. The following list indicates the abilities these tests measure and briefly defines them. Put a "1" in front of the aptitude which *you think* is your highest, a "2" in front of the aptitude which you think is your second highest, and continue to rank all the aptitudes.

_______A. Verbal ability (ability to use words and ideas expressed in words)

_______B. Numerical ability (ability to use numbers and ideas expressed in quantities)

_______C. Visual perception (ability to see details in two or three dimensions)

_______D. Physical coordination or dexterity (ability to make precise movements)

_______E. Social ability (ability to relate well with others)

_______F. Creativity (ability to develop or produce something new)

_______G. Physical stamina or strength (ability to engage in physical exertion)

_______H. Empathy (ability to accompany other people in their thinking and feeling)

_______I. Organizational ability (ability to bring together different elements to accomplish a goal)

What evidence can you give from school and outside activities to support your #1 aptitude?

PART 2: VOCATIONAL APTITUDES

Below, list the aptitudes that you numbered 1, 2, and 3 on the previous page. Identify three occupations which use each of these aptitudes and at which you think you might enjoy working.

Aptitude	Occupation
1. ____________	____________
	____________
	____________
	____________
2. ____________	____________
	____________
	____________
	____________
3. ____________	____________
	____________
	____________
	____________

What resources are available to learn more about these occupations and where can you find them?

To the Group Leader:

EXERCISE 14

GOAL-SETTING

Objective:

Based upon self-generated data and information, each student will attempt to establish tentative career goals.

Procedure:

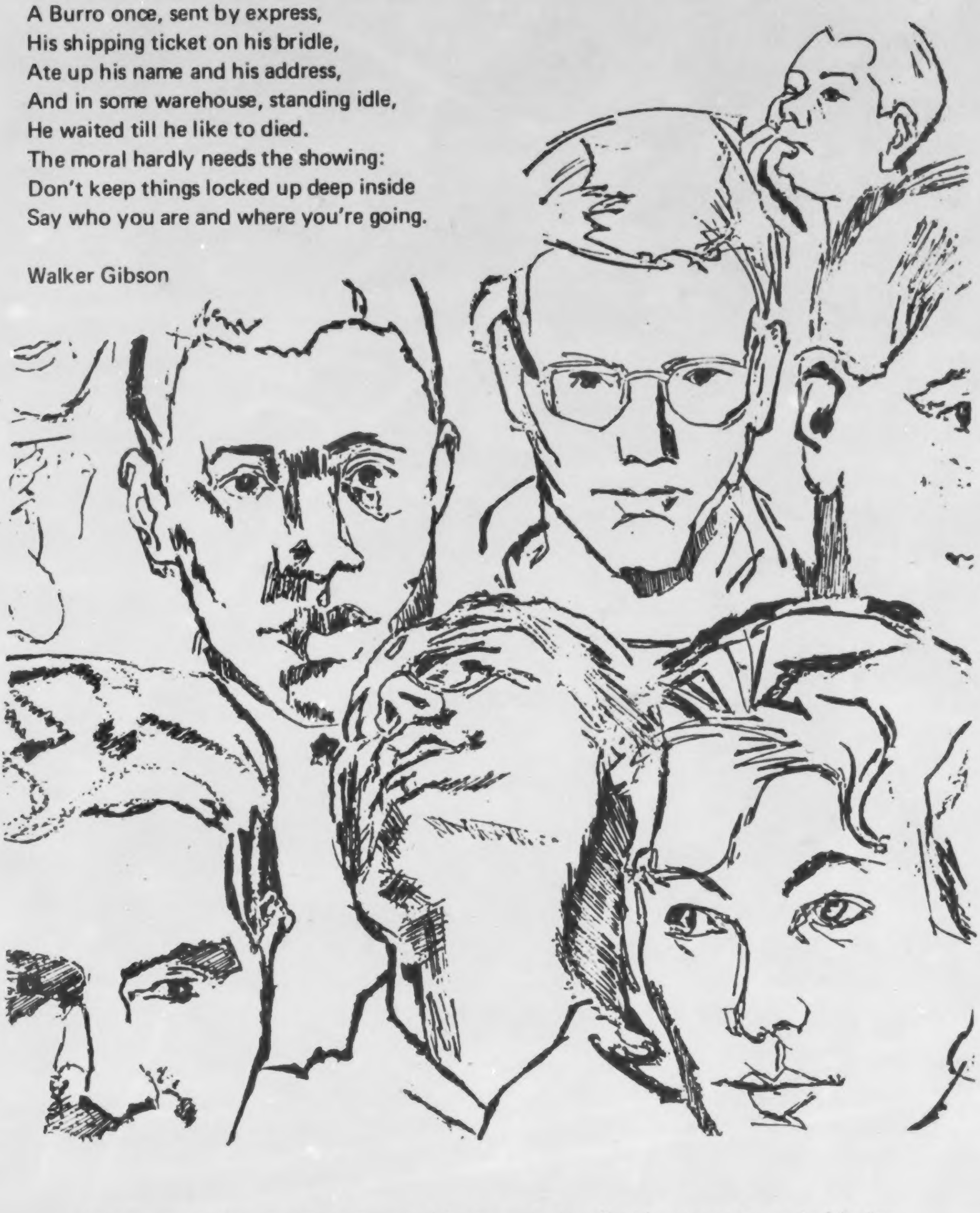
The goal-setting exercise is completed by the students working individually. The exercise necessitates a great deal of thought and self-questioning. Assist students who are having difficulty in defining for themselves the range of information requested. The short-range goal-setting form summarizes the salient points of the previous goal-setting exercise.

GOAL-SETTING

Advice to Travelers

A Burro once, sent by express,
His shipping ticket on his bridle,
Ate up his name and his address,
And in some warehouse, standing idle,
He waited till he like to died.
The moral hardly needs the showing:
Don't keep things locked up deep inside
Say who you are and where you're going.

Walker Gibson



Once a person has decided where he/she is, and where he/she wants to go, he/she has identified what success means to him/her. Next, the person needs to know how to establish the goals that are the milestones along the road to success.

SHORT-RANGE GOAL-SETTING FORM

1. What is your short-range goal?

2. How soon, realistically, would you like to achieve your goal?

3. What present strengths do you possess that will help you achieve this goal?

4. What new strengths might be required to achieve this goal?

5. What values led you to choose this goal?

6. What, if any, conflicts do you anticipate which might keep you from achieving your goal?

7. Suggest three ways in which you might manage each conflict to help you achieve your goal.

GOAL SETTING

THINK IN TERMS OF WHAT YOU ARE DOING IN THE CAREER CLARIFICATION PROGRAM . . .

You are involved in many resource-site activities.

You are active in academic activities.

What do you expect to be able to do as an outcome of these two experiences?

RESOURCE-SITE ACTIVITIES

ACADEMIC PROGRAM

In terms of these outcomes, answer the following:

Are the outcomes understandable? Identify the first step or two that you must undertake to achieve it.

Are they believable? Based on your past performance, can you do it? . . . Do you really want to do it?

Are they achievable? Based upon what you know about what the program is trying to do, can you accomplish these outcomes?

GOAL SETTING

Are they controllable? What do you need to accomplish these outcomes in terms of people, things, time, etc.? Are they available? How much are your expectations based upon other people?

Are they measurable? How will you know when you have accomplished these outcomes?

Are the outcomes desirable? Again, do you really want these outcomes? Or . . .do you feel you whould want them? What are you prepared to give up to achieve them?

You have approached these outcomes from many directions so you may now have different feelings about them. Please state below what you expect to be able to do as a result of being a part of the:

RESOURCE-SITE ACTIVITIES:

ACADEMIC PROGRAM:

To the Group Leader:

EXERCISE 15

PLANNING FOR THE FUTURE AND THE ACTION PLAN

Objectives:

1. To introduce the concept of a plan for the future.
2. To acquaint students with the diversity of ways in which people plan and prepare for the future.
3. To facilitate construction of an action plan.

Procedure:

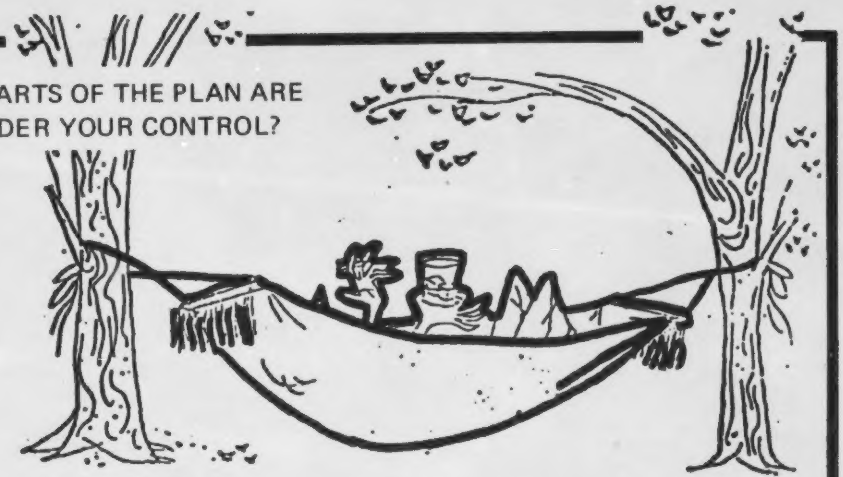
In concert with the group leader, students work through the exercises and detail an action plan to achieve their goals. This lengthy exercise will extend over several periods. Group discussion may be utilized to clarify elements of individual plans when students are confronted with common problems.

PLANNING FOR THE FUTURE

We all think and plan for the future . . . but . . . we all do it differently!

1. HOW WOULD YOU DESCRIBE THE MANNER IN WHICH YOU ARE PLANNING FOR THE YEARS AHEAD?

2. WHAT PARTS OF THE PLAN ARE NOT UNDER YOUR CONTROL?



THE ACTION PLAN

READY . . .
GET SET . . .

GO!

You have stated some GOALS. Examine them and start thinking about a plan to achieve them.

IN TERMS OF THESE GOALS . . .
What must you know about:

YOURSELF?

THE PROGRAM?

YOUR PAST PERFORMANCES?

ACTION PLAN

TIME? (Academic work, part-time work, social activities, etc.)

OTHER PEOPLE?

RESPONSIBILITIES?

PROBLEMS?

SUMMARY OF MY ACTION PLAN

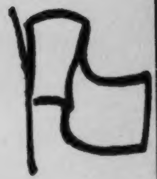
1. What do I want to do? Why?

2. How can the task best be done?

3. Proposed activities. What should I do? How? When? Where?

4. Action plan and schedule. What? When? Where?

SUMMARY OF MY ACTION PLAN



THE RED FLAG To the railroad engineer, the red flag is a sign of danger. In implementing your ACTION PLAN, you need to know if you are going "wrong" in sufficient time to take corrective action. Take time now to consider where some of these "red flag" areas may be in your plan.

Basic Elements	What is likely to go wrong?	How and when will I know?	What will I do?
TIME			
RESOURCES			
QUALITY			
QUANTITY			

To the Group Leader:

EXERCISE 16

WILL THERE BE CHANGES MADE?

Objectives:

1. To direct student attention to alternate solutions that may materialize from new experiences.
2. To acquaint students with the fact that action plans must be flexible and able to accommodate changing conditions.

Procedure:

Have students work through the exercises individually. Give assistance where needed.

WILL THERE BE CHANGES MADE?

You have a plan to reach your goal . . . You have started on that plan!

Have the program experiences opened other ways to get to your goal? Are there new alternatives?

LIST A FEW OTHER POSSIBILITIES

He didn't have an alternative. But you do.

Now, let's look more closely at these alternate solutions!

WILL THERE BE CHANGES MADE?

Alternate Solutions: Test the alternate ways by which you think your goals might be achieved. Then, rate the effectiveness potential of each solution: (H) high, (G) good, (R) risky, (L) low. Next, briefly not the "strengths" and "weaknesses" of each solution.

Alternate Solutions*	Effectiveness Potential	Strengths and Weaknesses

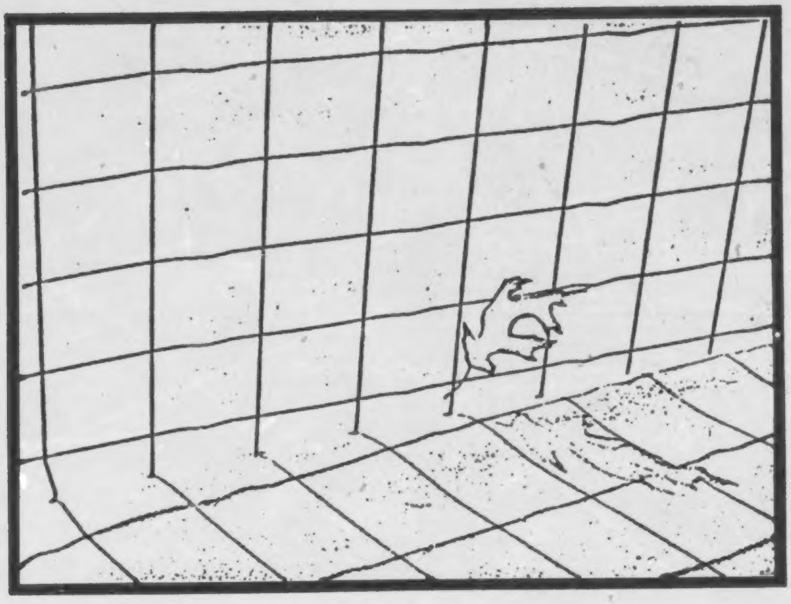
*If you can, put the alternate solutions in the order of importance.

To the Group Leader:

A MOOD

The exercises used in this program have objectives related to establishing goals and an action plan. In any attempt to facilitate the movement of a group toward such ends, there are times when things just miss their mark. Poetry can serve a valuable purpose in this situation. Three poems are offered here to change a mood or establish one. The group leader may select the time to interject these affective mood activities or perhaps invite students to contribute such pieces when they feel the need. The poems can also serve as summaries to discussions of life-style and life goals.

A MOOD



Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Langston Hughes

What kind of dreams is the author referring to in this poem . . .?

How can dreams "die" . . .?

Can you imagine life without dreams . . .?

A MOOD

Sun and moon and beat of sea—
Great lands stretching endlessly.
Where be bonds to bind the free?
All the world was made for me!

Adelaide Crapsey

And how am I to face the odds
Of man's bedevilment and God's?
I, a stranger and afraid
In a world I never made.

Alfred Edward Housman

TWO VIEWS OF THE WORLD . . .

HOW DOES THE WAY YOU SEE YOURSELF AFFECT YOU . . .

AND WHAT YOU DO?

Does one of the poems describe you . . . ?
or perhaps they both do . . . !

UNIT TWO

UNIT TWO

Group Leader's Guide

UNIT TWO: VALUES AND DECISIONS

Society generally emphasizes education in terms of preparation for work or continuing schooling. Today, this constrained view is yielding to career education as a dynamic process of preparation for a lifetime of choice and change. Developing skills in making choices and decisions, therefore, is a valid learning objective. Underlying all personal decisions related to education, work, and life style is the need for self-understanding. This implies a knowledge of personal values and the dynamic process through which values originate and develop. The Career Guidance Program provides conditions and climate for the participant to work, individually and in a small group, towards the identification of a personal set of values. This process outcome complements the identification of career objectives and facilitates the attainment of these goals.

Values Basis of Choice and Decision-Making. Choice-making is approached in an objective manner with the students themselves discovering the nature and importance of actual choice and decision-making. As students begin to understand the many factors involved in making choices, they are guided to try alternative approaches to meet their personal, academic, and emerging career needs. Students weigh alternatives and consider consequences when making choices related to their academic life. They are introduced to situations in which they are not always able to make unconstrained choices, such as state graduation requirements and labor laws. The nature of *tentativeness* in decision-making is continually stressed.

Value clarification and value definition are taught through the application of problem-solving and decision-making techniques. The group leader functions as collaborator and resource in assisting the student to identify problem situations, search for alternative solutions to problems, weigh the consequences of actions, and make decisions.

Students learn the process of making value-based decisions. The decisions they make have a direct relationship to their academic and economic sector experiences. Listed below are some of the general educational and career clarification objectives of this unit.

Each student can attain a beginning understanding of:

- his/her abilities and how personal values condition full development;
- personal value preferences and the way these preferences are influenced by, and yet may differ from, those of the student's family and peers;
- how personal value preferences are influenced by, and may differ from, those generally advocated and practiced within American society;
- the relationship between values and certain aspects of his/her life, academic history, present behavior, and outlook;
- the educational system, especially its demands and opportunities related to personal, academic, and work situations;
- the tentative values of the world-of-work, especially those conditions, opportunities, and requirements with which the participant must deal as he/she becomes a worker;

and the ability to:

- analyze problem situations and arrive at solutions consistent with personal values;
- apply a personalized problem-solving strategy to personal life situations;
- control immediate personal conduct in the interest of longer-range objectives which may have greater value;
- be tentative and judicious in planning and decision-making, but be able to carry out plans and decisions resolutely and responsibly;
- perceive and accept responsibility for the consequences of personal conduct;

and can achieve:

- a rudimentary sense of competence to exert some personal influence on life situations.

The Career Clarification Program activities dealing with value clarification and definition rely heavily on the group leader and his/her technical competencies in group processes. A series of value-oriented exercises have been designed with the following general objectives in mind:

1. To help students understand that everyday living is a series of decision-making activities.
2. To lead the student to see that the consequences of decisions often determine, to a large degree, the kind of life one lives and also affect greatly the lives of others.
3. To help the student discover the factors involved in making choices, recognizing those things that faciliate good choices and those that hinder them.
4. To help the student begin to define the value system that enters into personal decision-making.
5. To help the student recognize the factors that determine personal value orientation.
6. To help the student evaluate conflicting value systems.
7. To lead the student to discover the techniques for making good choices and to apply these to personal problems and decisions.
8. To help the student realize that increasing maturity brings with it greater responsibility for decision-making and increasing complexity of choices.
9. To lead the student to understand and accept the fact that effective democratic group living requires participation in group decision-making and acceptance of the decisions of the majority.
10. To help the student see that faulty group decisions can and should be altered through further discussion, information-gathering, and additional decision-making.

Within the Career Clarification Program, each participant is expected to become a more autonomous, self-directed decision-maker. The purpose of the *Values and Decisions* sequence is to provide a variety of opportunities for students to develop skills in the value-based decision-making process. The emphasis is upon planning and decision-making as continual, long-range processes involving the assessment and selection of alternatives within a context of personal values.

The second segment of the unit, *Personalized Career Decisions,* directs the student in activities requiring personalized decision-making. The activities involve the preparation of materials that best represent the student to prospective evaluators along his/her career path. The student accumulates resumes, letters of application, completed application forms (local, county, state, federal levels), and letters of reference. The materials enable a student to utilize community and employer resources to learn and practice the techniques needed to eventually obtain work and/or entrance to higher levels of education. The process requires an interplay between value knowledge and commitment, economic requirements and necessities. The materials and experience gained enable the student to present himself/herself to maximum benefit.

UNIT TWO

Curriculum Materials

The purpose of the first part of *Values and Decisions* is to provide the student with a variety of opportunities (1) to define personal value orientations and (2) to develop skills in implementing a value-based, decision-making process. The emphasis is on planning and decision-making as iterative, long-range processes involving the assessment and selection of alternatives within the context of personal values.

The exercises aid students in: (1) identifying value statements, (2) identifying implied values in alternative situations, (3) expressing basic assumptions implied in values, (4) identifing value sources, (5) restating values in precise dimensions, and (6) confirming value stances through action. In effect, the participant is actively implementing the problem-solving process as a mechanism in value clarification.

UNIT TWO - Values Definition and Clarification

To the Group Leader:

EXERCISE 1

THE VALUE STATEMENT

Objectives:

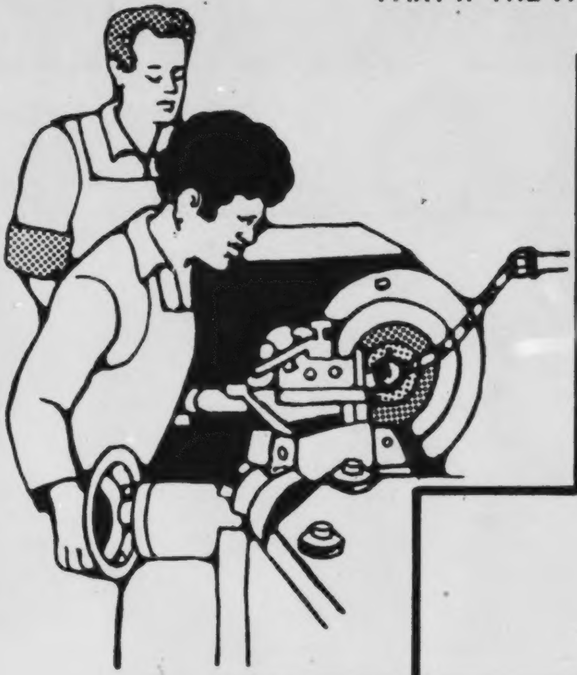
1. To teach students to identify value statements.
2. To help students understand that value stances can be both common and unique within a group of individuals.
3. To help students realize that a value statement can be interpreted in a variety of ways.
4. To help students understand that individual perceptions and experiences condition acceptance or rejection of a value declaration.

Procedure:

Part One is distributed and completed. Have volunteers share their comments with the group and have a student list the diversity and similarity of responses on board. Discussion should pin-point the value stances apparent in responses.

Part Two utilizes a value statement defined by the group. The exercise may be completed as a homework assignment. Before the assignment is given, have the group determine a value statement which they wish to consider. Have the students copy the group-defined value statement and have each student write down basic assumptions which are relevant to the evaluation of the topic. Students assess perceptual differences that may exist as functions of age, sex, and race. The exercise will be shared in the next group session as an introduction to sources of individual value positions.

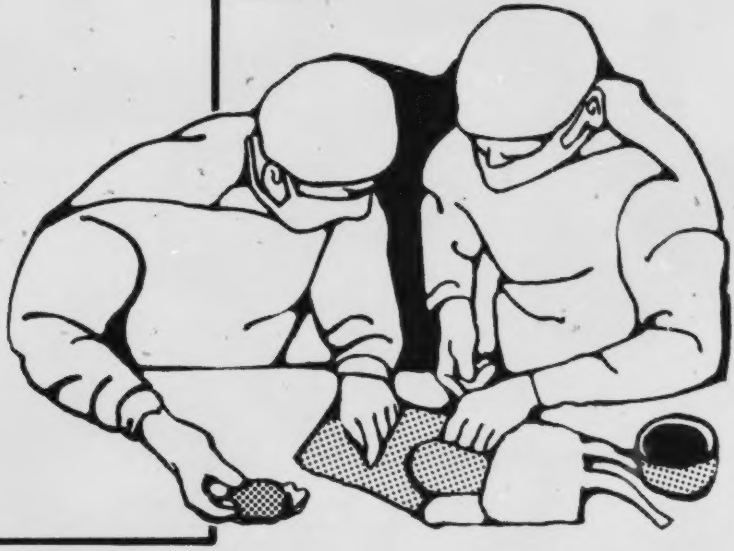
PART I: THE VALUE STATEMENT



Response:

VALUE STATEMENT: "If you don't go to college, you will wind up working with your hands!"

Response:



PART II: THE VALUE STATEMENT

Value Statement:

Response:

Response:

Response:

To the Group Leader:

CLARIFYING RESPONSES

A number of investigative questions for use in the exercises in the unit are presented to promote group leader-student interaction. The purpose of these questions is to facilitate thoughts and extend insights related to student value statements and actions. The questions do not exhaust the full range of open-ended inquiries that can achieve such a purpose. The style and operational mode of the individual group leader may preclude the use of this material.

CLARIFYING RESPONSES

1. Is ____________________ something that you prize?
   (value mentioned by student)
2. Are you glad about ____________________?
   (comment made by student)
3. Was ____________________ something that you yourself selected or
   (value mentioned by student)
   chose.
4. Did you have to choose ____________________ ? Was it a free choice?
   (value mentioned by student)
5. Can you give me some more examples of ____________________ ?
   (value suggested in discussion)
6. What do you mean by ____________________? Can you define that word?
   (word used by student)
7. Have you thought much about ____________________?
   (comment made by student)
8. What are some good things about ____________________?
   (value suggested by student)
9. Is ____________________ consistent with what you usually do?
   (value expressed by student)
10. Is ____________________ a personal preference or do you think most
    (value stated by student)
    people believe that?
11. Is ____________________ very important to you?
    (value expressed by student)
12. Do you practice ____________________ often?
    (value expressed by student)
13. Would you like to tell others about ____________________ ?
    (value prized by student)
14. How do you know ____________________ is a good value?
    (value expressed by student)
15. Do you value ____________________?
    (comment made by student)
16. Do you think people should always value ____________________?
    (value suggested by student)
17. What basic assumptions are implied by ____________________?
    (value suggested by student)
18. Is there a purpose behind this activity?

To the Group Leader:

EXERCISE 2

A POINT OF VIEW

Objectives:

1. To help students identify sources of value positions.
2. To have students examine the foundations of value stances.
3. To indicate the degree to which values are frequently based upon tenuous foundations.
4. To help students see the degree to which values have an affective, rather than cognitive, base.

Procedure:

The exercise sheets, *A Point of View,* are distributed. Using a value of personal choice, have students complete Side 1. Circulate the completed sheets among the group, and have volunteers read and discuss the comments. Have students retrieve their own cards and fill in Side 2. The student analyzes the degree to which his/her value stance conforms with peer-group responses. Attention is called to the position that values are highly personalized and that no *rights* or *wrongs* can clearly be attached to them.

Suggested Activity:

Ask the students to list the various sources from which they can obtain information about what is occurring in: (1) the world, (2) the neighborhood, (3) their homes, and (4) the school. Have them analyze these sources and their reliability with respect to the information upon which they base their values.

A POINT OF VIEW

Value Statement:

Criterion for Selection:

Evidence to Support Value Selection:

Side 1

A POINT OF VIEW

Group-generated Evidence to Support Value Judgment:

Group-generated Evidence Contrary to Value Judgment:

Value Statement (A New Point of View?):

Side 2.

To the Group Leader:

EXERCISE 3

AT THIS POINT IN TIME

EXERCISE 4

VALUES FOCUS

Objectives:

1. To help students identify the variety of value areas that constitute the individual's value system.
2. To indicate that individuals have personal value conflicts within themselves as well as with other persons or groups.

Procedure:

Have the group complete these exercises as a homework assignment. The purpose of the exercises is to have students assess the sources of value-related information. After the exercise, have students note the degree of information that is evident in most value statements. The exercises extend the range of value domains within which all people operate. The conflict resolution concept is used to bring out the fact that behavior is basically a conflict among value stances and frequently the conflict is within the individual.

Suggested Activity:

Complete one or both of the Values Focus exercises as a comprehensive statement of significant value conflicts which students frequently face.

At This Point in Time	Value Under Consideration	Means for Resolving Conflict (if conflict exists)
Should I give up certain of my friends because they don't agree with what my parents say?		
Should I take college preparation courses?		
How much of a risk is it for me to ________ ____________________ (Fill in with personal conflict)		
Should I try to be myself or do the things the crowd does when I really don't want to?		
How much money should I save?		

At This Point in Time	Value Under Consideration	Means for Resolving Conflict (if conflict exists)
What goals should I set for myself in high school?		
Can I be myself and still have friends?		
Should I decide what I will be or will my parents and counselor decide for me?		
Should I be practical in my career planning?		
Should I take a part-time job?		
What school activities should I participate in and why?		

VALUES FOCUS: EDUCATION AND WORK

My basic concerns about education and work are: ____________

My positive feelings about education and work are: ____________

My negative feelings about education and work are: ____________

In terms of education and work, I listen to: ____________

because ____________

The source(s) of my feelings about work and education are: ____________

I value ____________

VALUES FOCUS: FAMILY AND FRIENDS

My positive feelings about family and friends are:

My positive feelings about family and friends are:

My negative feelings about family and friends are:

In terms of family and friends, I listen to:

because

The source(s) of my feelings about friends and family are:

I value

To the Group Leader:

EXERCISE 5

VALUES/OCCUPATIONS/JOBS

Objectives:

1. To correlate values with work.
2. To help students develop a realization that values play a part in career choice.
3. To indicate that value-conflicts may occur in career choice.

Procedure:

Have students complete the exercise and reduce the list of value-job designations to five. Using the *Dictionary of Occupational Titles,* have the students summarize the basic educational and experience requirements for entry into each occupation they have selected. In a group setting, attempt to bring out the degree to which reality and job selection requirements are frequently inconsistent.

Suggested Activity:

Through contacts with community resource sites, have students identify jobs which fall into each of the five occupational categories they selected in the exercise. Have students interview a person employed in their first-choice occupational area and define and correlate their apparent value stances with job requirements. (Example: if an accountant states she values extensive people-contact in a job, then there may be some value-conflicts operating because accountants usually work alone.)

VALUES/OCCUPATIONS/JOBS

Your occupational preferences reflect values that are important to you. Here is a list of values. Pretend that you hold these values and think of a job or occupation which would satisfy them. If you think of some values not mentioned, feel free to add them to the list.

1. I am seeking adventure, excitement, and danger! I want to be a ______________
2. Money is my chief goal. My job will be that of a ______________
3. I like helping others. I want to be a ______________
4. I want security so I will choose an occupation like ______________
5. Some people like crowds, but I like being alone. I think I would like to be a ______________
6. I want to be independent and be my own boss. Nobody tells me what to do. So my job will be that of a ______________
7. I am a responsible person and enjoy being the leader of anything I am involved in. I want to be a ______________
8. Gaining knowledge and learning new ideas are important to me. I want to hold an occupation in which I can be a ______________
9. Stars are in my eyes and I am seeking fame! I want to be a ______________
10. I want to be in a job with power and authority over others. Should I be a ______________
11. I value my religion and feel it is an important part of my life. I would like to hold a job like that of a ______________
12. The job I hold will be stable, one with very few changes. I think I'll be a ______________
13. New places and new people interest me. I want a job involving change and a variety of tasks. I'd like to be a ______________
14. I want people to notice me, to recognize me and give their approval of my work. I think I could get this if I were a ______________
15. They call me fun-loving, happy-go-lucky Charlie. I want to hold a job in which I have fun and pleasure. I'd like to be a ______________

Put an X in front of five sentences with values that most appeal to you.

Rank those values that you have marked with an X in the order of importance to you. Start with the value you consider most important and put them in descending order.

To the Group Leader:

EXERCISE 6

A WOMAN'S PLACE IS . . .!

Objectives:

1. To expand students' perceptions of the roles of women in the world of work.
2. To explore the view that very few job opportunities exclude participation on the basis of sex.
3. To reveal that sex stereotypes and job performance are rarely based on fact.

Procedure:

Have students complete the exercise. The group leader may wish to have male and female students alternately share their responses. The group leader may pose the question of whether occupations performed in the school or at resource sites students have explored are sex-defined.

A WOMAN'S PLACE IS . . . !

There has been wide discussion about a woman's place in the work environment. List three jobs that you believe a woman *can not* fill and give the reasons for your belief.

Job: ______________________

Reasons: ______________________

Job: ______________________

Reasons: ______________________

Job: ______________________

Reasons: ______________________

To the Group Leader:

EXERCISE 7

YOUR EFFORT QUOTIENT

Objectives:

1. To help students assess the degree to which they are applying themselves in the program.
2. To help students assess the relationship between elements of their value systems and motivation.

Procedure:

Have students complete the exercise and ask teachers, community participants, and the group leader to react to their efforts in the program.

YOUR EFFORT QUOTIENT
AN IMPORTANT MEASUREMENT OF YOU!

You have been *doing* many things, exerting energy in academic courses, guidance group activities, and at community resource sites. Let's try to measure your *effort quotient* and locate where most of your energy is being applied.

Directions:

On the Balance Sheet on the next page, list all of your current academic courses and the activities that have been part of the guidance group and the resource-site program. Next, rate yourself on each activity, indicating effort expended by using the appropriate number:

5 = Full effort
4 = Full to moderate effort
3 = Moderate effort
2 = Moderate to low effort
1 = Low effort

EFFORT BALANCE SHEET	
Activity Areas	**Effort Rating**
Academic Courses:	
Total	
Guidance Groups:	
Total	
Resource-Site Activities:	
Total	
Grand Total	

COMPUTING THE BALANCE SHEET

1. Calculate your average effort rating for the three major activity areas using the following formula:

$$\frac{\text{sum of effort ratings for activity area}}{\text{number of activities within area}} = \text{Effort Quotient}$$

ACADEMIC __________

Effort Quotients: GUIDANCE GROUP __________

RESOURCE-SITE __________

2. Check your Effort Quotient with teachers, your group leader, and some resource-site representatives and obtain their opinions of your effort.

3. Can you see any implied value statements in the amount of effort you make in each of the three areas?

ARE THERE ANY CONTRADICTIONS IN WHAT YOU DO
AS OPPOSED TO WHAT YOU SAY?

COMPUTING THE BALANCE SHEET

1. Calculate your average effort rating for the three major activity areas using the following formula:

$$\frac{\text{sum of effort ratings for activity area}}{\text{number of activities within area}} = \text{Effort Quotient}$$

Effort Quotients:

ACADEMIC __________

GUIDANCE GROUP __________

RESOURCE-SITE __________

2. Check your Effort Quotient with teachers, your group leader, and some resource-site representatives and obtain their opinions of your effort.

3. Can you see any implied value statements in the amount of effort you make in each of the three areas?

ARE THERE ANY CONTRADICTIONS IN WHAT YOU DO
AS OPPOSED TO WHAT YOU SAY?

To the Group Leader:

EXERCISE 8 --

ON THE LAUNCHING PAD

Objectives:

1. To have students assess their personal Action Plans to determine if changes are necessary.
2. To have students restate goals and objectives in terms of identified values.

Procedure:

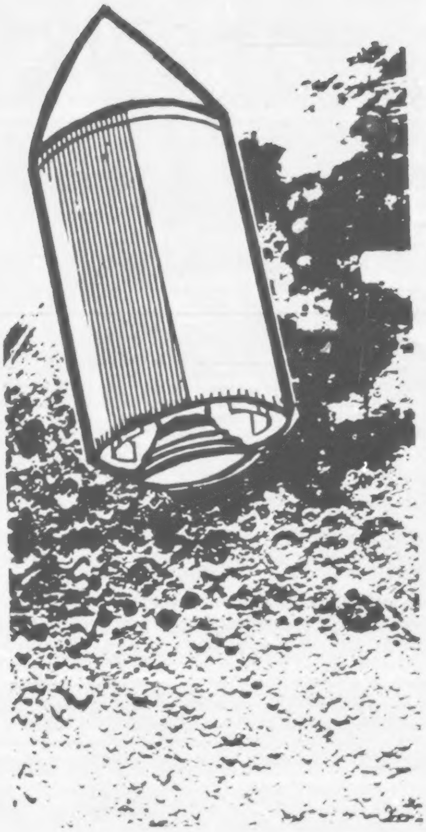
Have students get their Action Plans from their portfolios. Ask them to identify the implied values in their own Action Plans. And compare their progress with the activities scheduled in their original Plans.

Have students restate their personal goals in terms of values and indicate whether or not they want to continue to pursue these goals.

Suggested Activity:

Students have completed a self-evaluation of their progress on their Action Plans. The accuracy of the self-evaluations can be confirmed by participant-initiated sessions with instructors and participating employers and by group discussions with the peer-group.

ON THE LAUNCHING PAD



IN ORBIT.
ARE ALL SYSTEMS GO?

Earlier in your career guidance group, you devised an ACTION PLAN and it is now part of your portfolio.

In that plan you indicated some goals you wanted to accomplish as an outcome of your participation in the Career Education Program.

Review that plan and extract some **value statements** from it. The values may not be stated as such, but try to dig some of the more important ones out of the plan.

Maybe it would be easier to describe the value in a sentence rather than in a word . . . Try it.

1. ____

2. ____

3. ____

Are there any goals in your action plan that you would like to revise . . .?

To the Group Leader:

EXERCISE 9

THE EPISODE

Objectives:

To help students evaluate the interplay of values and behavior in someone else's life-situation.

Procedure:

Have students read the episode and respond to the questions on the back. Responses can then be used as inputs into a general discussion of individual values and the part they play in decision-making. This is the culminating activity in the *Values Definition and Clarification* segment of the guidance program.

Suggested Activity:

Have students volunteer *decision episodes* that can now be viewed within the context of a personal value system.

AN EPISODE

Charlie is twenty-two years old. He is married and the father of two children, a boy three and a little girl six months. When he was sixteen, Charlie quit school because of poor grades. He was deferred from military service due to a punctured ear drum, and he now works at a neighborhood gas station where he pumps gas and does minor mechanical repair work. The manager of the station is pleased with the way Charlie does his work but has little contact with him because Charlie works on the night shift while the owner is there during the day.

Homer, the man in charge of the night shift, has not been very friendly toward Charlie. He makes Charlie do most of the work and finds the dirtiest jobs for him to perform. Whenever it is raining or very cold outside, he doesn't leave the garage office but makes Charlie run outside each time a car pulls into the station.

One night, during a particularly violent rainstorm, Charlie was filling up the tank of a Chevy Corvair when, one after another, three cars pulled into the station and lined up at the pumps waiting to be fueled. Charlie had just finished putting the gas cap on the Corvair and was giving the driver directions on how to get to the Parkway West when the driver of the second car began blowing his horn for service. "Just a minute, sir," said Charlie, "I'll be right with you. I have to take care of this lady first!" "Look, Mac, I don't have all night, see. So get going," shouted the second driver. Just then the driver of the third car joined in, "Hey, fellow. Let's get a move on," he yelled. The driver of the fourth car, taking his cue from the others, began blowing his horn at Charlie, hoping to get his attention. With the rain running off his face, Charlie looked toward the garage office hoping that Homer would see the situation or hear the horns blowing and come to his aid. But the man remained seated in the swival chair, his feet propped up on the desk. Charlie muttered to himself, and with his feet "squishing" in his shoes as he walked, he proceeded to take care of the other cars, listening to the drivers' complaints as he worked.

When the last car pulled out of the station, Charlie opened the garage office door and stood staring at Homer. The water dripped from his finger tips and the cuffs of his trousers and formed two spreading pools at his feet.

"You could have given me a hand, at least," said Charlie looking Homer straight in the eye.

"Don't hand me that line, man," said the other, blowing a cloud of smoke into the air. "If you don't want to work here, you know what you can do."

"There were four cars out there waiting to get gas!" Charlie forced the words out of his mouth and then he added defiantly, "I didn't see you out there getting wet! You work here too!"

"Listen, man, don't give me any lip. Go stand in the garage: you're dripping water all over the office floor."

Charlie's anger reached the boiling point. Turning his back on his boss, and walking toward the door, he shouted, "You can take this job and . . ." Bang! The slamming of the office door cut off Charlie's outburst. Through the garage window, Homer could see the blurred figure of Charlie defiantly kick over a can of grease rags and slowly walk away from the station . . .

THE EPISODE

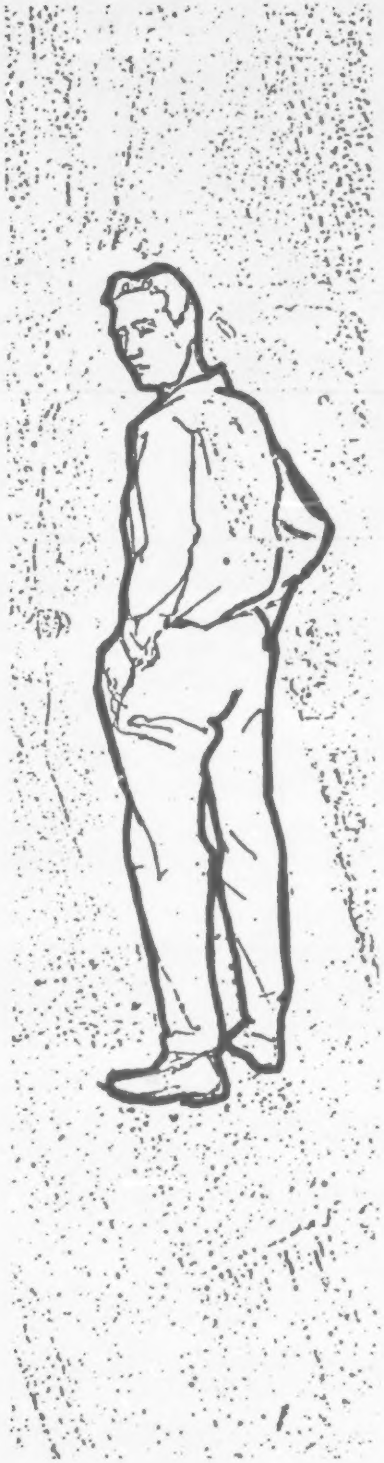
This little story says something about Charlie's values . . .

List a few that you think were operating to cause Charlie's behavior. . .

1. ______________________________

2. ______________________________

3. ______________________________



Do you think you know how he felt . . .?

HOW WOULD YOU HAVE ACTED . . .?

By the way, how do you think his wife felt when he told her about the episode . . .?

UNIT TWO - Personalized Career Decisions

In the second part of the *Values and Decisions Unit*, students translate their value stances into specific statements. Students research job information, complete self-appraisal inventories, write letters of application, compose resumes, and fill out application forms. Through these forms and procedures, students get experience in the applications procedures used in the world-of-work.

To the Group Leader:

EXERCISE 10

FILL IN YOUR FUTURE

Objective:

To familiarize students with the activities they will perform in this unit.

Procedure:

Review with students the activities they will perform in the unit. Stress the importance of each of the forms in job attainment and lead students to an understanding of the importance of representing themselves accurately, completely, and well.

Much of what employers know about you will come through the written word.

How well do you communicate?

FILL IN YOUR FUTURE

In the next series of exercises, you will:

research jobs
fill in job description forms
complete self-appraisal inventories
write letters of application
interview information sources
fill out job applications
compose your resumé

All the materials will become part of your portfolio and will serve you in your future career planning.

To the Group Leader:

EXERCISE 11

QUESTIONS AND ANSWERS

Objective:

To have students assess their readiness for jobs.

Procedure:

Have students, working individually, complete the questionnaire. The degree to which students honestly answer the questions is the measure of the value of the exercise. The group has now been together long enough to use the results as discussion points. The group leader can stress the importance of certain questions in terms of future employability. This exercise is also preparation for both real and simulated interviews. The responses to the questionnaire can be viewed as potential questions asked by an interviewer.

QUESTIONS AND ANSWERS

Read each question. Ask yourself whether the answer is Yes (Y), Usually (U), Sometimes (S), or NO (N). Make a check mark in the proper column.

	Y	U	S	N	
1.	___	___	___	___	Am I serious enough to hold a job?
2.	___	___	___	___	Am I trustworthy?
3.	___	___	___	___	Am I a good listener?
4.	___	___	___	___	Am I able to get along with others?
5.	___	___	___	___	Am I punctual (on time)?
6.	___	___	___	___	Do I get to my present job (school or work) every day?
7.	___	___	___	___	Do I complete assignments on time?
8.	___	___	___	___	Am I usually cheerful?
9.	___	___	___	___	Am I willing to do more than my share?
10.	___	___	___	___	Am I willing to take advice?
11.	___	___	___	___	Am I eager to learn?
12.	___	___	___	___	Am I able to follow directions?
13.	___	___	___	___	Am I willing to help others?
14.	___	___	___	___	Do I have a sense of humor?
15.	___	___	___	___	Can I take criticism?
16.	___	___	___	___	Can I take responsibility?
17.	___	___	___	___	If I owned a business, would I be willing to hire a person like me?
18.	___	___	___	___	Is the job itself important to me?

QUESTIONS AND ANSWERS (Continued)

	Y	U	S	N	
19.	___	___	___	___	Am I willing to keep on learning?
20.	___	___	___	___	Am I willing to give up some personal pleasure in order to improve myself for my job?
21.	___	___	___	___	Am I willing to start with a low-paying job and work hard to learn skills which will help me get and keep a better-paying job?
22.	___	___	___	___	Do I have respect for people, no matter what kind of job they have?
23.	___	___	___	___	Do I really believe that ALL jobs are really important?
24.	___	___	___	___	Do I really want to work?
25.	___	___	___	___	Do I plan to finish high school before thinking about anything but a part-time job?

Total the number of times you checked each response and enter the number in the appropriate box.

YES ☐
USUALLY ☐
SOMETIMES ☐
NO ☐

If you had more "sometimes" and "no" than other responses, you had better check your response to Question 17.

Which areas are you going to try to improve?

MEETING THE REQUIREMENTS

What does it take to get hired for a job?
Of course, requirements are different for each level of employment . . . and specific job.

We have selected three want ads. Pick one of them and list some of the hiring standards that may be used to differentiate between applicants.

1.

4.

7.

2.

5.

8.

3.

6.

9.

On the following pages are some selected jobs and the hiring standards that have been applied in filling them. Of course, every job is different, but these examples may indicate the level of preparation that even low-level jobs may demand in these technological times.

Hiring Standards*	Cashier/Clerk	Bank Teller	Machine Operator Production
Hiring inexperienced?	100% Yes	86% Yes	92% Yes
Prefer previous work experience?	42% Yes	90% Yes	91% Yes
How important are references?	66% Important	75% Important	27% Important
How long to train experienced worker?	1.0 Weeks	2.8 Weeks	2.6 Weeks
How long to train inexperienced worker?	2.2 Weeks	7.2 Weeks	29 Weeks
Reasons to reject	Appearance	Appearance	Attitude
	Poor work history	Poor job potential	Poor work history
	Test results		
Tests for screening?	20% No	77% No	57% No
Hiring decision based on ability to perform this job or higher job?	78% This Job	74% This Job	95% This Job
Men versus women	9% Men	31% Men	96% Men
	83% Women	10% Women	4% Women
	8% No Difference	59% No Difference	
Age group preferred	44% 30 to 45	33% 30 to 45	58% 30 to 45
	38% 22 to 29	30% 22 to 29	15% 22 to 29
	5% 19 to 21	22% 19 to 21	5% 19 to 21
	13% No Difference	15% No difference	22% No Difference
		70% Favorable	
Policy on hiring persons under 21	22% Favorable	76% No difference	72% Favorable
Marital status preferred	56% No Difference		
	44% Married		85% Married
Minimum level of education required	8% High School	52% High School	2% High School
	36% Some High School	24% Some High School	13% Some High School
	22% Eighth Grade	4% Eighth Grade	78% None
	25% None	20% None	7% Other
	9% uncertain		

*Source: U.S. Department of Labor

Hiring Standards	Cashier/Clerk	Bank Teller	Machine Operator Production
Equally qualified in all respects except education, prefer	14% Some College or College Degree 44% Academic H.S. 10% Some High School 32% Uncertain	10% College Degree 63% Academic H. S. 10% Voc. High School 2% Some High School 5% Read and Write 10% Other	2% Academic H.S. 58% Voc. High School 6% Some High School 11% Read and Write 23% Uncertain
How important is education?	45% Important	78% Important	23% Important
How important is ability to read and write English?	69% Important	95% Important	58% Important
If worker is unable to complete application form, how does this affect decision to hire?	61% Not Hire	86% Not Hire	49% Not Hire
Attempt made to determine worker's aptitude?	40% Yes	100% Yes	11% Yes
Attempt made to determine worker's interest and/or temperament?	45% Yes	100% Yes	66% Yes
Attempt made to determine worker's personality?	56% Yes	100% Yes	5% Yes
How important is appearance?	83% Important	100% Important	15% Important
Attempt made to determine worker's physical capacity?	83% Yes	95% Yes	43% Yes
Hire workers with police records?	33% No	72% No	42% No
Does worker's record of stability of employment affect decision to hire?	83% Yes	100% Yes	81% Yes
Does worker's record of family stability affect decision to hire?	69% No	86% No	98% No

JOB DESCRIPTION FORM

Job Title ______________________________

Places of Employment ______________________________

____

____

Training, Other Qualifications, and Advancement Potential ______________

____

____

Employment Outlook ______________________________

____

____

____

Earnings and Working Conditions ______________________________

____

____

____

Sources of Additional Information ______________________________

____

____

____

Other Comments ______________________________

____

____

____

____

To the Group Leader:

EXERCISE 13

GO WEST YOUNG MAN

Objective:

To expand student knowledge of sources of occupational information.

Procedure:

Upon individual completion of the exercise, the group discusses the sources listed. Have students read over *Sources of Information About Employment* and comment on the various types of service that are available in the community.

"Go west, young man"

THIS WAS GOOD ADVICE ONCE! WHERE CAN *YOU* GO FOR INFORMATION ABOUT CAREER OPPORTUNITIES?

LIST THE CAREER INFORMATION RESOURCES THAT ARE AVAILABLE TO YOU AT:

SCHOOL (MATERIALS, PEOPLE, PLACES)

____

____

____

____

____

____

____

____

Go West Young Man

RESOURCE SITES (MATERIALS, PEOPLE, PLACES)

YOUR COMMUNITY (MATERIALS, PEOPLE, PLACES)

SOURCES OF INFORMATION ABOUT EMPLOYMENT

1. **State employment services**

   Have more job listings in more occupational categories than any other single source.

   Know about area job openings, even among employers who have not listed their openings with the employment service.

   Have approximately 2,400 local offices conveniently located in all parts of the country.

   Operate computerized job banks in all major cities and many smaller ones to bring up-to-the-minute information on all openings in a metropolitan or larger area to people looking for work at any employment service office in the area.

   Provide national registries for selected professional workers, such as economists, librarians, statisticians, correctional services personnel, and engineers and scientists.

   Provide placement service at national professional conventions.

   Offer counseling and career consultation.

   Provide aptitude and proficiency testing.

   Have daily contacts with thousands of employers.

   Accumulate and distribute local, statewide, and national labor market information.

   Charge no fees.

2. **School or college placement services**

   A productive source for professional openings.

   Usually available only to students and alumni of the school.

3. **Want ads in newspapers, professional journals, and trade magazines**

   Provide a broad range of definite openings.

   A large share of listings in magazines devoted to your field are likely to be for jobs you are qualified to fill.

   Descriptions of jobs may not be detailed enough for you to decide whether you are qualified.

   Analysis of the ads provides information about the extent of employment activity in your field throughout the area.

4. **Industrial and craft unions**
   Have exclusive hiring authority for some firms.

   Each deals with a limited number of occupations.

   Productive source for members, particularly those with seniority.

5. **U.S. Civil Service Commission**
   Handles U.S. Government Civilian jobs.

   Fills jobs in a wide variety of professional, technical, clerical, craft, and other occupations.

   Positions are located in Washington, D.C., throughout the United States, and overseas.

   Jobs are filled on a merit basis as determined by examinations and ratings of experience and education.

   Examinations are given several times a year in cities throughout the nation. Tests for entry-level professional positions are conducted at many universities and other schools.

   Most post offices have application forms and information on job opportunities. You can also write for information to the U.S. Civil Service Commission, Washington, D.C. 20415.

6. **Private employment agencies**
   Usually specialize in a few occupations.

   Some charge applicants a fee for registration or placement; others collect fees from employers.

7. **Yellow pages of the telephone directory, industrial directories, and Chamber of Commerce lists**
   Names of firms that employ workers in your field and other information useful in applying to them.

8. **Professional associations**
   Useful for specialized occupations.
   Listings available at libraries.

WHICH OF THESE SOURCES CAN YOU USE NOW?

What kinds of things will you have to know about yourself to be able to use these sources?

What will the source want to know about you?

To the Group Leader:

EXERCISE 14

OCCUPATIONAL STUDY GUIDE

Objective:

To give students the opportunity to do extensive research on an occupation of personal interest.

Procedure:

The *Occupational Study Guide* is self-explanatory. It focuses students' attention on a specific occupation and requires him/her to do extensive research in the area. The job information sources previously used by students should accommodate the broad information needs of the group. Participating employers, local employment agencies, and government publications also will be useful resources. Upon completion, the *Occupational Study Guide*, can be collected to establish or expand a career information library.

OCCUPATIONAL STUDY GUIDE

This study guide provides an easy way to record some of the facts needed when considering whether or not to prepare for a particular occupation or to look for employment in it. When you complete the form, you will have, in summarized form, the essential information for beginning an occupation. The principal sources of facts about any occupation are references, state employment services, Federal government agencies, and people who work in the occupation. The back of the guide can be utilized if additional space is needed.

Your Name ____

Date Started ____________________ Date Completed ______________

A. THE OCCUPATION

1. NAME OR TITLE OF THE OCCUPATION: ____________________

2. DESCRIPTION OF THE OCCUPATION (general nature, duties, operations performed, tools and machines used, and so on.)

3. PHYSICAL DEMANDS OR REQUIREMENTS: State the principal physical demands that must be met in pursuing this occupation. For example: frequent stooping, crawling, standing, pulling or pushing, etc.

4. METHODS OF ENTRANCE: (Beginner jobs leading to this one, etc.)

5. RELATION TO OTHER JOBS:
Jobs to which workers may be promoted: ____________________

Chances for promotion: ____________________________

Related occupations to and from which workers may shift with reasonable ease: ______________________________________

6. EMPLOYMENT OPPORTUNITIES – Supply and demand for workers

Number employed nationally: Males __________ Females __________

Factors that might affect future prospects for employment:

Present regional or national outlook and opportunities:
(Include trends and future prospects)

Occupational Study Guide (continued)

7. LEVEL OF DIFFICULTY: This indicates the level of complexity of the occupation and what is required for a worker to perform the various tasks. Characterize the level of difficulty in terms of the following:

    Responsibility: How much is required of the worker and what is the nature of that responsibility?

    Knowledge: What specific and/or specialized knowledge is required for the occupation?

    Resourcefulness: How much ability is required to anticipate, meet, and solve new situations?

    Mental Alertness: To what extent is attentiveness to quickly changing conditions required?

    Thinking and Decisions: To what extent does the occupation require that decisions be made on the basis of carefully considered facts and conditions?

    Dexterity: How much mental quickness, manual deftness, etc., appears to be required to meet production standards?

    Accuracy: What degree of precision is required to perform the work successfully? What tolerance or deviations are permitted?

    Other factors: Supply other information not covered above if needed to fully establish the level of difficulty represented by this occupation.

8. EARNINGS, HOURS, AND WORKING CONDITIONS
    a. Average earnings per year: ____________
    b. Average hours worked per week: ______
    c. Working environment – nature of surroundings, and places of employment: outside, pleasant, dusty, etc.
    d. Supervision given the worker: Who supervises the work? How specific is the supervision?
    e. Health and accident hazards:
    f. Seasonality: Busy months: _________

       Slack months: _________
    g. Security provisions; i.e., pensions, insurance, workmen's compensation, etc.

Occupational Study Guide (continued)

B. THE WORKER

1. Personal Qualifications

Physical Strengths:

Personality characteristics (such as ability to work with others, ability to tolerate stress of deadlines, initiative, imagination, etc.

2. Educational and Training Requirements:

Minimum level of schooling (grade school, high school, college):

School courses especially important (English, Mathematics, Science, Foreign Language)

Special training desirable or required (nature of courses, length, where available, etc.)

3. Other Requirements:

Tools and equipment furnished by worker:

Membership in unions, professional organizations, or associations ordinarily required:

Licensing or other legal requirements:

Special tests or examinations required:

C. SUMMARY

Summarize the information assembled and point out:

Advantages of this occupation:

Disadvantages of this occupation:

To the Group Leader:

EXERCISE 15

THE SELF-APPRAISAL INVENTORY

Objective:

To give students the opportunity to perform an assessment of their personal work-related characteristics.

Procedure:

This exercise guides students through self-assessment in terms of work-related background. It requires considerable time and can be completed outside of class.

SELF-APPRAISAL INVENTORY

YOU HAVE BEEN ASKED TO APPRAISE YOURSELF ON SEVERAL OCCASIONS . . . NOW, YOU ARE GOING TO DO IT AGAIN. Before, you looked at yourself within the limits of a few *real* experiences. Your group and resource-site experiences have given you new points of view about yourself and the world-of-work. Answer the following questions as completely as you can. The data you compile will be part of your portfolio and help in your career decisions.

No matter what type of job you seek, your inventory will be a basic tool in your search. The inventory will contain the information you need to present your qualifications at an interview and be your source for the facts, dates, and other information you will give an employer.

To prepare your inventory, follow the outline. Use a separate sheet of paper.

1. Work history.
   List all of your jobs, including part-time and summer. For each job, give the name and address of your employer, your job title, the details of your duties, and the dates you were employed. Then ask yourself:

   What did I like about each job? Why?
   What did I dislike about each job? Why?
   Why did I leave?

2. Skills and abilities. Ask yourself:

   What personal qualities do I have that make me good at certain work?

   Think back over your experience at work and in school and volunteer activities. Try to be honest with yourself. What are your strong points? *Initiative, imagination, leadership, ability to organize, willingness to follow orders, interest in detail, or ability to work with people.*

   What did I learn in a past job that I can use in another position? (For example, operation of a machine or office equipment, or blueprint reading.)

3. Education.
   List the schools you have attended, the dates, and the principal courses you took. Then ask yourself:

   What courses or training did I like best and why?
   What courses or training did I dislike and why?

Self-Appraisal Inventory (continued)

Now list your scholarships or honors and your extracurricular activities.

Your activities may be a significant part of your job qualifications, (for example, work on the school newspaper). Even if they are not directly related to a job, activities may help you decide what your best talents and interests are. (For example, do you enjoy sports, recreation, and outdoor activities? Did you excel on the debate team? Are you good at organizing a group to do a job?)

4. **Interests, talents, and aptitudes. Ask yourself:**
   What are my hobbies or volunteer activities?
   What are my sepcial talents or aptitudes? For example, can I fix a car? Play a musical instrument? Speak another language besides English? Am I good at drawing or painting?
   What do I learn most easily?
   How can I relate my talents and interests to a job?

5. **Physical condition.**
   Does my physical condition limit me in any way?

6. **Career goal.**
   What kind of work do I want to be doing five or ten years from now?
   What sort of job should I seek now in order to prepare for my goal?

7. **Jobs I want.**
   Considering all the information in your inventory, list the types of jobs you feel you are best qualified for and want. List them in order of your preference.

If you have completed your inventory, you are ready for the next steps – preparing your resume and selecting sources of job information.

APPLYING FOR A JOB

To the Group Leader:

EXERCISE 16

APPLYING FOR A JOB

Objective:

To give students practice in preparing written materials frequently required in job application.

Procedure:

The next three activities deal with the written word as a means of communicating with prospective employers. Students compose resumés and letters of application and complete job application forms. Correlating these written exercises with composition classes will capitalize upon the imperative for proper grammar, form, and appearance.

Resumé

This activity guides students through the preparation of a summary of job qualifications. While it is conceded that the background of the students may limit extensive content in such a document, the self-appraisal statement of personal goals and other pertinent information will serve as a personal assessment opportunity. Further, the value of the resumé as a composition can not be minimized.

Letter of Application

Each student selects a want ad from the newspaper and writes a letter of application which serves as an initial announcement to an employer of his/her interest in the position advertised.

Application Form

The application form is completed as if it were in answer to the letter written in the previous activity. Again, many of the categories to be completed are beyond the students' background and experience. However, practice in completing the form will reveal to students the quantity and quality of information sought by employers.

INSTRUCTIONS FOR PREPARING A RESUMÉ

There is a basic format for a good resumé. The resumé should include: (1) job objective; (2) personal data; (3) education; (4) previous employment; (5) interests talents, community involvement, and (6) references.

Job Objective

State the title of the job you are seeking as it appears in the advertisement or as it was given to you.

Personal Data

Use your **full name**, no nicknames. If you have a middle name, use it.
Your **address** in full, including number, street, town or city, state, and zip code.
Telephone number, include area code.
Your **birthdate, age**, and **marital status** are optional in most cases.

Your Education

This part is particularly important when you are starting out on your career. Begin with the last **school you attended** and work backwards. In the future, if you attend college, indicate your degree (if you received one), name of the college, its location, and dates of attendance. If you did not receive a degree, but attended college, list the college, its address, the dates you attended, and your major area of study. List the junior high school and elementary school you attended, too, with their addresses and dates attended.

If you have no previous working experience, list the courses you have taken which are related to the position for which you are applying. Give the name of the teacher, as well as the school where the course was taken so that if an employer wanted to do so, he/she could contact the teacher for a reference. Teachers and guidance personnel are contacted frequently for educational information.

Previous Employment

In this section, list all of the **jobs you have held**, starting with the present one and working backwards in time. Give the dates of employment first, then the employer, the address, your position by title, and a brief outline of exactly what you did.

Example:

January 1971 to present – I worked for Veterinarian Dr. John Elliott, Rt. 2 Chickasaw, Pa. As a kennelhelper, I fed and cared for healthy animals who were being boarded in the kennels and those recuperating from surgery and illness.

April 1970 to December 1971 – I delivered newspapers for the Daily Leader, 2245 Graff Ave., Cadogan, Pa. My supervisor was Mr. James Wyant, Circulation Manager.

Make an entry for every job you have ever held. For a person seeking a first full-time job, part-time employment is particularly important. If you have worked in any capacity and would be given a good reference from your previous supervisor, list the employment. If you left under unfavorable circumstances, omit the reference. However, you can't do that with full-time employment. There can never be a "hole" in your record or you will surely be questioned about it.

Interests, Talents, Service to Community

List some of your **hobbies and interests.** It is particularly important to list hobbies or interests related to the position for which you are applying.

Any service you rendered to the community should be included. For example, if you took part in a drive to raise funds for any organization, this is worthy of mention. Any volunteer work should also be mentioned.

References

This is a most important part of your resumé. Give the name, address, position, and phone number of **people who can supply information** about your character or abilities. Unless otherwise specified, preference should be given to people for whom you have worked. List people who know you well and who are considered successful or well-known in the community. Your clergyman is always a good choice. Other choices may include professional people, such as teachers, counselors, and school administrators. Still other possibilities are business people with whom you have been in close contact. Be prepared to list three to five references.

Do not list a person as a reference if you have not asked permission to do so. You should ask a person if you can use his/her name as a reference. Most people are honored, but if a person does not want to be listed, he/she might give you a poor reference.

Do not list people as references whom you suspect will, or can, say something negative about you.

The idea of the resumé is to present as much vital, relevant, interesting information about yourself in as short a space as is possible. Make sure it represents you well. Have it typed on good quality paper. As you add to your educational and job experiences, the resumé will increase in size and scope.

Following the above format, prepare a resume and put it in your portfolio.

LETTER OF APPLICATION

In many fields of work, writing a letter of application is the customary way to ask for a personal interview. This is particularly true in the following cases:

1. When the employer you wish to contact lives in another city or town.
2. As a cover letter when you are mailing a resumé.
3. When you are answering a want ad.

The following guidelines will help you write a letter of application:

1. Write neatly, using care in sentence structure, spelling, and punctuation. (Type if possible.)
2. Use a good grade of business-size white bond paper.
3. Address your letter to a specific person, if possible. (Use city directories or other sources for information.)
4. State exactly the position you are seeking and why you are applying to the particular firm. Note how you learned of the position.
5. Be clear, brief, and business-like.
6. Enclose a resumé.

Letters of application will vary considerably depending on the circumstances in which they are used.

Use a blank sheet of paper to write a LETTER OF APPLICATION to a potential employer.

APPLICATION FOR EMPLOYMENT

Date ______________________

Social Security No. ______________________

NAME MR. ( ) MS. ( ) ______________________ Spouse's name, if married: ______________

ADDRESS ____
No. and Street City State Zip

Tel. No. ______________________________ U.S. Citizen Yes ☐ No ☐
Residence Can be reached

Height ____________ Weight ____________ Date of Birth ______________________

Single ☐ Married ☐ Separated ☐ Divorced ☐

Number of Children ________ Ages ______________________

What special training or skills do you have? ______________________

____

____

Job Desired ______________________ Salary Desired $ ______________

Do you have a valid Motor Vehicle Operator's License? Yes ☐ No ☐

Has your operator's license ever been suspended or revoked? Yes ☐ No ☐

Do you have automobile Liability Insurance? Yes ☐ No ☐

Limits $ ______________ and $ ______________

A detailed resume may be substituted for this page.

EDUCATION

	School, City & State	Major Field	Dates Attd. From To	Degree
Elementary				
Jr. High				
High or Voc.				
College*				
Evening				
Other (describe)				

*Official college transcripts required for professional positions.

EMPLOYMENT EXPERIENCE

List present or most recent job first. Include U.S. Military Service

Name and Address of Employer	Started Mo. Yr.	Left Mo. Yr.	Position	Salary	Reason For Leaving

Referred here by: ____

BUSINESS AND PROFESSIONAL REFERENCES – Preferably previous employers (omit if included in resume)

Name ____

Address ________________________ Tel. No. ______________

Name ____

Address ________________________ Tel. No. ______________

Name ____

Address ________________________ Tel. No. ______________

Name ____

Address ________________________ Tel. No. ______________

Name ____

Address ________________________ Tel. No. ______________

To the best of my knowledge all information on this application is true and correct. I understand that the Agency reserves the right to verify all information on this application and that any false statements, misrepresentation, or failure to disclose pertinent information may be considered sufficient cause for my dismissal if hired.

Signature of Applicant ____________________

Witnessed ____________________
(Interviewer)

Appointees must pass a physical examination.

DO NOT WRITE BELOW THIS LINE

INTERVIEWER'S REMARKS

Signed ____________________ Date ______________

Signed ____________________ Date ______________
Director of Administration

Employment Date __________

Job Title ________________

Salary $__________ per______

Not Employable

Not considered for employment at this time.

In case of emergency notify: ______________________________

Tel. No. ____________________

If applicant is a minor, record the following information from employment certificate (Age 16 and 17) or age certificate (Age 18 to 21) submitted as evidence of age:

Date of Birth	Place of Birth	Certificate No.

HEY, LOOK ME OVER!

Who will evaluate you in the next three years?

Does the thought of being interviewed frighten you? Why?

What kinds of information will make interviews less frightening?

To the Group Leader:

EXERCISE 17

SIMULATIONS

Objective:

To familiarize students with, and prepare them for, the job interview.

Procedure:

Four role-playing situations are provided in this exercise. Pass out the sheets with the situation descriptions. Ask the students to respond, by role-playing, to the situation. Simulations can help stimulate discussion about areas of concern to the students. Students should be encouraged to look at alternate ways of handling the problems illustrated by these situations and discuss what behavior will produce the best results. It would be beneficial if an adult, preferably an employer or personnel manager, were to act as the interviewer in these simulations: the greater the realism, the greater the impact of the exercise.

Students may be encouraged to describe situations from their own experience that the group can discuss. It may be helpful for students to role-play themselves in a situation of personal importance, and for group members to take the other roles after the student has carefully described the situation and the people involved. The group can provide the student with a relatively non-threatening setting for experimenting with alternate responses to the situation which may be more rewarding. If a student is experimenting with a behavior which is contrary to what he/she really feels, he/she may express true feelings by turning his/her head and speaking in an aside, while still going through with the prescribed behavior. Role-playing can make a situation more real and increase the involvement of group members.

As follow-up on the simulated and/or real interviews, the students receive two handouts that can be used as checks against the simulations and also as informational preparation for such experiences in the "real" world. They can be used as group discussion stimuli. The handouts are: (1) *Questions Often Asked during the Interview* and (2) *Why People Aren't Hired.*

EMPLOYMENT SIMULATION#1

You are late for work again. You have been late repeatedly and have been given several warnings. This time, however, it was an emergency. Your mother was in a minor car accident and you had to look after the smaller kids until the sitter arrived. You can tell by the look on your boss' face that you are in real trouble.

Role-play your behavior while someone else acts as your boss.

EMPLOYMENT SIMULATION #2

You are applying for a job and are being interviewed. You feel sure you can do the job of file clerk but you lack the experience. The ad said, "Experience preferred." In a telephone conversation, the employer told you someone with no experience would be considered if they were convinced he or she could do the job. During an interview, convince the employer you are the right person for the job.

EMPLOYMENT SIMULATION #3

You are filling out an application for a job that you want very much. There are several other people applying for the job. As you begin to read the application, you panic. There are lots of words you don't know. You go on, answering as many questions as you can. When you complete the form, you notice you have left many spaces blank. One by one the other applicants turn in their forms and wait for their interviews. Finally, it is your turn. The interviewer gives you a cold stare when you walk in.

Role-play your behavior while someone acts as the interviewer.

EMPLOYMENT SIMULATION #4

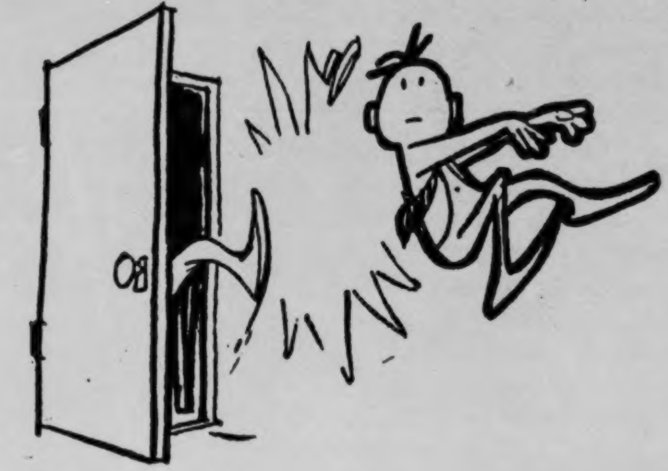
You are applying for a new and exciting job. You are required to have two recommendations from your high school teachers. You didn't get along too well with most of your teachers or with many of the students. Since high school, however, you've matured considerably. Relatives and people who have known you for years constantly comment on your improved behavior and attitude. How can you convince the high school teachers to recommend you, the class troublemaker, favorably?

Role-play a conversation requesting a letter of recommendation.

QUESTIONS OFTEN ASKED DURING AN INTERVIEW

1. Why would you like to work for this company?
2. Are you looking for permanent or temporary work?
3. What job would you most like?
4. What do you want to be doing in five years? In ten years?
5. What qualifications do you have for this job?
6. What subjects in school did you like best? Least?
7. Do you prefer working alone or with others?
8. How do you spend your spare time?
9. What magazines do you read?
10. What is your main strength? Your main weakness?
11. What jobs have you had? Why did you leave?
12. What salary do you expect?
13. Do you have any debts?
14. Have you had any serious illnesses?
15. Do you smoke?
16. How do you feel about working overtime?
17. Did you attend school regularly? How many days were you out last year?
18. What grades have you gotten in your school work?
19. When can you begin work?
20. How did you become interested in this company?

WHY PEOPLE AREN'T HIRED



Negative Factors Evaluated during the Employment Interview and Which Frequently Lead to Rejection of the Applicant in Order Of Frequency (as reported by 153 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University).

1. Poor personal appearance
2. Overbearing-overagressive-conceited "superiority complex" – "know-it-all"
3. Inability to express self clearly – poor voice, diction, grammar
4. Lack of planning for career – no purpose and goals
5. Lack of interest and enthusiasm – passive, indifferent
6. Lack of confidence and poise – nervous – ill-at-ease
7. Failure to participate in activities
8. Over-emphasis on money – interest only in best dollar offer
9. Poor scholastic record – just got by
10. Unwilling to start at the bottom – expects too much too soon
11. Makes excuses – evasiveness – hedges on unfavorable factors in record
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy – ill mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Failure to look the interviewer in the eye
20. Limp, fishy handshake

Why People Aren't Hired (continued)

21. Indecisive
22 Loafs during vacations – lakeside pleasures
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants job only for a short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for him/her
31. No interest in company or in industry
32. Emphasis on whom he/she knows
33. Unwillingness to go where sent
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant – strong prejudices
38. Narrow interests
39. Spends much time in movies
40. Poor handling of personal finances
41. No interest in community activities
42. Inability to take criticism
43. Lack of appreciation of the value of experience
44. Radical ideas
45. Late to interview without good reason
46. Never heard of company
47. Failure to express appreciation for interviewer's time
48. Asks no questions about the job
49. High pressure type
50. Indefinite response to questions.

UNIT THREE

UNIT THREE

Group Leader's Guide

UNIT THREE: CAREER SPECIALIZATION

Introduction

The focus of the *Career Clarification Program* is upon the personal career development of the individual student. A commitment to the program and its potential contributions to personal and career goals is made during the needs research sequence (Unit One). The student is aided in: (1) conducting a self-assessment, (2) identifying and setting goals, and (3) formulating an action plan. Unit Two of the program emphasizes personal value definition and clarification and personalized decision-making. *Career Specialization*, the third curricular unit, facilitates integration of emergent self-knowledge related to academic preparation and career-interest planning with actual experience in the world-of-work through community social service activities or extensive business/industry involvement.

Definition of Integrative Activities

An identification of a career-interest is not merely the correlation of cognitively-derived data about self and environment. It is a complex, subjective internalization of barely discernible, idiosyncratic sentiments and values and more clearly held and measurable knowledge, preferences, and opinions. Thus, in a guidance program devoted to career planning and the development of self-direction and motivation, a planned process integrating the participant's total experiences is essential. The integrative methodology utilized in this sequence is based upon in-depth involvement of all parties concerned: the student, the group leader, community agencies and employers.* The quality of the activities is that of a *transaction.*

Transaction is here defined in its broadest sense. Transaction differs from interaction which implies a separate influence of one person or system on another without regard to the situation or setting of that activity. Transaction implies a relationship of two or more individuals or systems subsumed within a larger field of relationships. Within the scope of their common activities, the student, the community service or employer agencies, the agency representatives, and the group leader are not conceived as distinct and separate entities, but rather in relationship with each other. The transactional process is reciprocal and cyclical in that an action evokes a response, feedback, and action at new levels of awareness. In this sense, it is also dynamic. Novel events and conditions continually intrude on the transaction. These must be evaluated and resolved as all parties work to achieve shared objectives.

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*In the event that resource-site activities are implemented by a staff member other than the group leader, this staff member should also be involved in the process.

The intent of this transactional process is to involve the student with the widest array of significant people, objects, and events in either volunteer service in a socially relevant community agency or an extensive work experience in the economic environment. The transactional process is initiated when the group leader and the resource representative agree to collaborate with the student to bring about specified behavioral changes. Consistent with the transactional point of view, the student, the group leader, and the agency representative are regarded not merely as contracting parties, but members of a larger system which conditions and specifies much of how they behave and what they accomplish.

Career Specialization: A Transactional Activity

A vital need of any career clarification program is a reality-based relationship with elements of society other than school. Value clarification and the development of instrumental skills are effectively accomplished within a context of the real world. The values, expectations, and needs of society can best be explicated by significant adults within their own environments. A curriculum oriented to the work world must be based in that milieu, not as an artificial convenience, but rather as an imperative.

Career Specialization provides for a reality-based experience with the economic sector and/or volunteer community agencies. A program tailored to each student's needs, interests, and abilities is provided on a contracted basis. Emphasis is on concerns and actions at the specific level of individual interest and readiness. Specialization activities help personalize the career definition and selection process. Personalization for the participant is in terms of active involvement in making academic and career choices within the context of personal values, preferences, and goals. The RBS Career Education Program is designed to aid students in the career development process. While the emphasis is upon work and many inputs reflect the needs of the economic sector, the real programmatic concern is providing for the individual needs of students.

Explorations provide students with means of acquiring general knowledge and skills to improve personal interaction with the economic sector through a series of planned "hands-on" activities at community resource sites. Experiences in explorations may arouse student interest in a particular career. A specialization will provide in-depth experience in an occupation in which the student expresses an interest.

Career Specialization gives the student the opportunity to learn in-depth about a particular job. The student spends a number of hours each week at a community resource site learning about a job of particular interest. He/she observes people working and has an opportunity to "try-on" the job either through simulated or direct work experiences. The skills that the student attains depend upon the complexity of the job, but *training is not the primary goal of specialization.* Rather, at the conclusion of a specialization, a student should have acquired: (1) a "feel" for the job; (2) some knowledge of the job requirements; (3) some knowledge of the future prospects of the job area, and (4) knowledge of the relationship of this job to other jobs. One of the primary guidance outcomes of the activity will be a decision by the student to pursue the career, to explore and pursue a related career, or to seek other types of experiences. The group leader monitors the experience and serves as an aid to both the student and the employer.

The goal of specialization is to provide the individual with extensive, concentrated, reality-based experiences to test career interests and pursue evolving life goals. The student learning objectives are structured to accommodate the individual's interests and needs and will be different for each specialization which is developed. The career goals and personal values defined in previous group activities are vital inputs into decision-making related to the selection of a specialization.

Today's student has exhibited great social concern. Career aspirations are frequently defined in social terms. For this reason, specialization activities are provided in terms of transactions with social service agencies as well as the comprehensive economic sector.

The most potent reason for including voluntary social service in the Career Development Program lies in its contribution to personal development. Experience in voluntary service can serve as an orientation to a career. Students can gain professional-level exposure to a variety of job opportunities. Volunteers can grow in knowledge of self and in contribution to a responsible partnership in community problem-solving.

Voluntary service can provide a stimulating exposure to the dynamics of social change. It can provide participants with functional knowledge of social processes through first-hand involvement with man-system problems related to significant social change. The varied transactions with the social system can provide evaluation criteria through which personal commitment to social goals can be defined. Many secondary school students are insulated from contact with human needs on their most elemental level. The sick, the aged, the indigent, the dying are distant realities. Social service specializations can provide a reference point through which young people can realize that service is more than just a means of promoting individual freedom through economic and social development: it leads to an acute understanding of the complexity and anguish that is the human condition.

Specializations help the student gain an identity. In specialization, the student is tested and valued as a contributing member of a reality-based environment and is evaluated in terms of his/her capabilities and resourcefulness by people from within that domain. Status may be gained through having things to do. Practical knowledge is acquired in confrontation with real situations.

Structure and Process Related to Specialization

The pivotal aspects of the Career Specialization segment of the *Career Clarification Program* are the contract and the functions of the agency representative (social-service agency or cooperating employer representative)* and the group leader.

The Contract. The negotiated contract,** formalizing the relationship among student, agency representative, and group leader, is the governing device for specialization. The procedures involved in preparing a contract include:

1. The student, the agency representative, and the group leader collaboratively decide on the activities to be covered during the term of the contract.
2. The contracting parties agree upon terminal dates for the completion of segments of the contract or the contract as a whole.
3. The parties agree on the method or methods of evaluation to be used to determine how well the contract has been fulfilled in terms of the grade desired by the participant.
4. The student and agency representative draw up and agree to the terms of the contract.
5. The student and the agency representative proceed to fulfill the terms of the contract. The group leader acts as a resource person and checks on the student's progress through regular conferences and feedback.
6. At the end of the contract period, all evaluations are assembled. The student who successfully fulfills the terms of the contract is assigned the grade*** for which he/she has contracted. The student who does not fulfill the terms of the contract may be granted additional time, be assigned a lower grade, or simply fail to receive credit for the activity.

The contract can assure:

1. Quality of content and behaviors consistent with the philosophy of specialization; i.e., the participant is accepted as a valuable and unique individual capable of growth toward self-initiated learning and achievement.
2. The development of the ability to be tentative and judicious in planning and decision-making, yet to carry out plans and decisions resolutely and responsibly.
3. An acute awareness that each individual must accept responsibility for the consequences of personal conduct.
4. Self-evaluation, peer and supervisor feedback, and knowledge that the individual can be an agent of change in pursuit of personal goals.

*The terms *agency* and *agency representative* will be used to describe both social service and economic sector sites and their participating staffs.

**This sequence might involve a small group of students interested in an activity involving them all. In this case, the question of individual or group contract must be resolved with the agency representative and the students.

***The awarding of school grades and credits for this activity must be resolved by reference to activity, student outcomes, and school policy.

The contract is a unique feature of Career Specialization. Its basic premise is that an individual, collaborating with an agency representative and a group leader, is intrinsically motivated to achieve stated, cooperatively established objectives. However, studies have shown that youth does not sustain motivation over long periods of time. Breaches can occur for a variety of reasons: poor attendance, shoddy work or incomplete assignments, disillusionment with the original contract, family and home problems, lack of self-motivation, and/or personality conflicts. The contract system is designed to accommodate breaches. Because the initial terms of the contract are very explicit (see Figure 8), it is readily apparent when the contract is in danger of being broken. At these times, a meeting is called to clarify responsibility and pin-point accountability.

SPECIALIZATION CONTRACT

STUDENT: Pamela Wilson

LOCATION: Loesch Elementary School

SUPERVISOR: Mr. Butler

Pamela Wilson, twelfth grade student at the Academy for Career Education, agrees to act as a volunteer at the Loesch Elementary School under the supervision of Mr. Butler. Under supervision, Pamela's duties will include working with first grade students on initial spelling, vocabulary, and arithmetic skills and assisting with regularly rostered classes in the school's reading center. Pamela will work with children directly, will observe procedures, and will mark papers. Pamela will be at the Loesch Elementary School from 8:45 a.m. to 2:50 p.m. for eight (8) Thursdays during the first school quarter of 1973–74. For her work, Pamela will receive .4 Carnegie Units divided between mathematics and language arts. It is agreed that Pamela will prepare and present logs of her experience and that her supervisor will maintain a record of Pamela's attendance and offer an evaluation of her work at the end of the quarter.

____
(Supervisor)

____
(Supervisor)

____
(Student)

Figure 8.

Staff Responsibilities. To insure rewarding specialization experiences, several staff functions are important.

The Group Leader. The group leader is one of the central figures in Career Specialization Development. He/she serves as the coordinator of learning opportunities (quality and content) with the community social agencies and/or employers.* The group leader must possess special knowledge of the environment for community-oriented learning experiences depend on the ability to "arrange" for the learning. He/she must be aware of and anticipate the problems of youth functioning in a new and demanding role. Because this is a unique role in education, it must be sanctioned by the school system.

Agency Representative. The student's initial contact with the agency representative is an introductory interview. The agency representative is responsible for:

1. preparing an activity outline and assignment sequence,
2. keeping and reporting attendance,
3. reporting any breach of contract,
4. reporting on student progress,
5. contacting the group leader immediately as difficulties or problems arise.

Procedures and Materials. Students contract for a Career Specialization with the advisement of the group leader. Each specialization must clearly identify the instructional objectives and evaluation techniques developed by and negotiated between the student and the agency representative in consultation with the group leader. The following procedures and materials may be utilized in placing students in Career Specialization:

1. The group leader compiles and classifies the interest areas of the students. Community agencies or employers representing these interests are contacted to elicit participation.
2. The identified resources are assessed in terms of extent of commitment and quality of potential experience.
3. Students with an interest in an agency initiate and arrange for an appointment with agency representatives. The interview permits the student to gain deeper knowledge of the agency, and the agency has an opportunity to interview the participant.
4. Based upon mutual agreement among the student, the group leader, and the agency, a program is planned and contract developed.

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*In a school system which implements only the Career Guidance Component of the RBS Career Education Program, the group leader must serve as the community liaison. If the entire RBS Career Education Program is implemented, the *resource coordinators*, i.e., the staff of the Career Development Component, bear the responsibility of establishing community contacts and should work closely with the group leader in setting up specializations.

The Interview

Each student is required to have an interview with the agency prior to placement in specialization. At the interview, the student:

1. Receives an overview of the agency and various possibilities for service therein.
2. Meets staff personnel and has a brief tour.
3. Asks questions about the agency relative to personal interests or needs.
4. Makes a tentative commitment to the agency, thus laying the foundation for negotiation of a specialization contract.

At the interview, the agency representative:

1. Explains all the possibilities present at the agency with an emphasis on agency requirements.
2. Initiates and prepares a tour of the agency.
3. Asks questions to determine suitability of the participant to perform a specific service.

If both the student and the agency feel that the specialization is appropriate, initial plans are established for a contract between the student and the agency. The group leader serves in a consulting role to insure that the terms of the contract contain valid learning objectives and that the content qualifies for academic credit (if applicable).

Certifying Career Specialization for Academic Credit (Optional)

In an attempt to inject greater precision and equity to the awarding of credits, the following schema is suggested:

1. Credit be defined as the unit of value awarded for the successful completion of certain experiences and to indicate the quantity of instruction in relation to the total requirements for diploma.
2. The distribution of specific areas of credit be based upon: (a) the extent to which the credit area exists within the experience, (b) the appropriateness, adequacy, and effectiveness of the practice in terms of specified content learning, and (c) the extent to which specified content needs are being met. In all three instances, the basis for evaluation or assessment is some predetermined requirement, standard, or objective to which actual performance is compared.
3. The designation of specific areas of credit, amount of time spent in credit area, and minimum requirements to qualify for credit be based upon the activities defined in the contract.

Materials

In order to facilitate choice of specialization, the student exercise (*The Turtle*) and the *Student Interest Sheet*:

1. Allow the student to review personal needs, interests, and abilities.
2. Serve as a personal profile for group guidance sessions.
3. Provide feedback data for counseling.

A packet is also given to the agency representative by the group leader containing the following:

1. A letter of introduction explaining the purpose of the specialization experience.
2. A brochure explaining the nature and purpose of specializations and indicating the place of the activity within the total context of the school's career education program.
3. An information form requesting the agency's name, address, telephone number, and the name of the agency representative who will supervise the specialization.
4. A student attendance form to monitor attendance and time spent in activities.
5. A form stating the objectives of the placement, assignment, and the learning objectives.
6. An evaluation form.

Samples of these forms follow. The forms, especially the evaluation rating system, should be reviewed with students.

STUDENT REFERRAL FORM

AGENCY/COMPANY NAME ____________________

LOCATION ____________________

TELEPHONE NUMBER ____________________

AGENCY/COMPANY REPRESENTATIVE ____________________

REPORTING TIME ____________________

REGULAR HOURS ____________________

ASSIGNMENT(S) ____________________

____

____

____

____

____

____

____

____

____

____

____

____

AGENCY/COMPANY INFORMATION FORM

AGENCY/COMPANY NAME ______________________________

ADDRESS ______________________________

TELEPHONE ______________________________

AGENCY/COMPANY REPRESENTATIVE ______________________________

PROGRAM DESCRIPTION ______________________________

____

____

____

____

AVAILABLE HOURS ______________

STUDENT PLACEMENT(S) ______________________________

____

____

____

____

____

____

____

STUDENT ATTENDANCE FORM

MONTH ____________________

	DATE	IN	OUT
WEEK OF __________	__________	__________	__________
WEEK OF __________	__________	__________	__________
WEEK OF __________	__________	__________	__________
WEEK OF __________	__________	__________	__________
WEEK OF __________	__________	__________	__________

____
STUDENT SIGNATURE

____
AGENCY/COMPANY REPRESENTATIVE SIGNATURE

STUDENT CONTRACT SUMMARY FORM

STUDENT NAME ______________________________

AGENCY/COMPANY NAME ______________________________

AGENCY/COMPANY REPRESENTATIVE ______________________________

OBJECTIVES OF STUDENT PLACEMENT: ______________________________

____

____

____

____

____

ASSIGNMENTS: ______________________________

____

____

____

____

____

____

____

____

____

STUDENT EVALUATION FORM

STUDENT NAME ______________________________

AGENCY/COMPANY NAME ______________________________

AGENCY/COMPANY REPRESENTATIVE ______________________________

Please rate the student in the following areas utilizing the scale identified.

(A) Regular attendance ____________

(B) Reporting on time ____________

(C) Accepts assigned responsibilities ____________

(D) Assists others when requested ____________

(E) Has a positive attitude toward his/her activities ____________

(F) Demonstrates initiative ____________

(1) Excellent
(2) Good
(3) Average
(4) Fair
(5) Poor

UNIT THREE

Curriculum Materials

To the Group Leader:

THE TURTLE

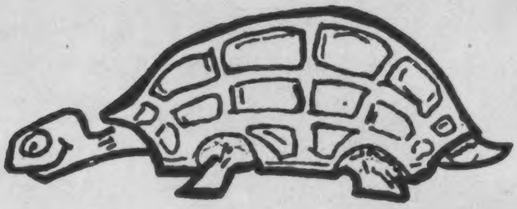
Objective:

To facilitate student selection of a Career Specialization.

Procedure:

The portfolio of completed guidance exercises which students have kept serves as a resource for the student and the group leader as they seek out growth opportunities and situations. The worksheet and interest surveys summarize many of the inputs that the student should consider in selecting a career specialization. In order for students to complete the exercises, the group leader will have to make available, copies of *The Occupations Finder,* the booklet which accompanies the *Self-directed Search.*

THE TURTLE CAN MOVE AHEAD ONLY BY STICKING HIS NECK OUT!



A specialization offers you a chance to try something new. To get the most out of it, you must define *what* you will do and *where* you will work. Your *portfolio* is a valuable resource in this search. Let's start now!

1. NEEDS What personal weak points do I want to upgrade?

School

Work-related

Social

2. INTERESTS

I *know* I am interested in

I *think* I am interested in

The three top interests I noted earlier in the program are:

a)

b)

c)

3. APTITUDES

   Standardized testing shows I am strong in:

4. SCHOOL

   My favorite school subjects are:

5. SUMMARY STATEMENT

   My strengths are in the areas of:

6. My *SELF-DIRECTED SEARCH* code letters indicate three general occupational areas that suit me. (Example, code RIA indicates strengths in Realistic, Investigative, and Artistic areas.) My code letters and the three occupational areas indicated by them are:

   1)
   2)
   3)

7. The *OCCUPATION-FINDER* that comes with the *Self-directed Search* lists specific occupations under each general area. The three top jobs under each of my code letters are:

Code Letter	Occupations
1)	1)
	2)
	3)
2)	1)
	2)
	3)
3)	1)
	2)
	3)

8. The community resource site I enjoyed the most was ____________________
Why?

The community resource site that taught me the most was ________________
Why?

The community resource site I liked the least was ______________________
Why?

STUDENT INTEREST SHEET

NAME ______________________________ AGE ________

ADDRESS ______________________________

PHONE ______________________________

HAVE YOU EVER BEEN A VOLUNTEER BEFORE?_____ IF SO, WHAT DID YOU DO?_____

____

HAVE YOU EVER BEEN EMPLOYED BEFORE?_____ IF SO, WHAT TYPE(S) OF WORK DID YOU DO? ______________________________

WHAT SPECIAL SKILLS DO YOU HAVE?______________________________

WHAT ARE YOUR HOBBIES?______________________________

ARE YOU ACTIVE IN ANY COMMUNITY ACTIVITIES?______________________________

DO YOU HAVE ANY PHYSICAL LIMITATIONS?_____ IF SO, DESCRIBE: ______________

____

DO YOU HAVE ANY REGULAR RESPONSIBILITIES OTHER THAN SCHOOL?__________

____

WHAT ARE YOUR CAREER INTERESTS (IF YOU HAVE DECIDED)?______________

____

WHAT TYPE OF ACTIVITY ARE YOU INTERESTED IN PARTICIPATING IN?

HEALTH ______ EDUCATION ______ WELFARE ______ HOUSING ______ AGED ______.

PRE-SCHOOLERS ______ YOUTH ______ SOCIAL ACTION PROGRAMS ______ OTHER ______

____

WHAT SECTION OF THE CITY WOULD YOU PREFER TO WORK IN?

NORTH ______ SOUTH ______ WEST ______ EAST ______

METHOD OF TRANSPORTATION: PUBLIC ______ PERSONAL AUTO ______ OTHER ______

CARFARE ALLOWANCE NEEDED: YES ______ NO ______

DAYS OF WEEK AVAILABLE: MON. ___ TUE. ___ WED. ___ THU. ___ FRI. ___ SAT. ______

HOURS AVAILABLE: BETWEEN ______________ AND ______________

CAREER SPECIALIZATION WORK-SHEET

NEEDS	INTERESTS and APTITUDES	OBJECTIVES	PROPOSED ACTIVITIES	POTENTIAL RESOURCES

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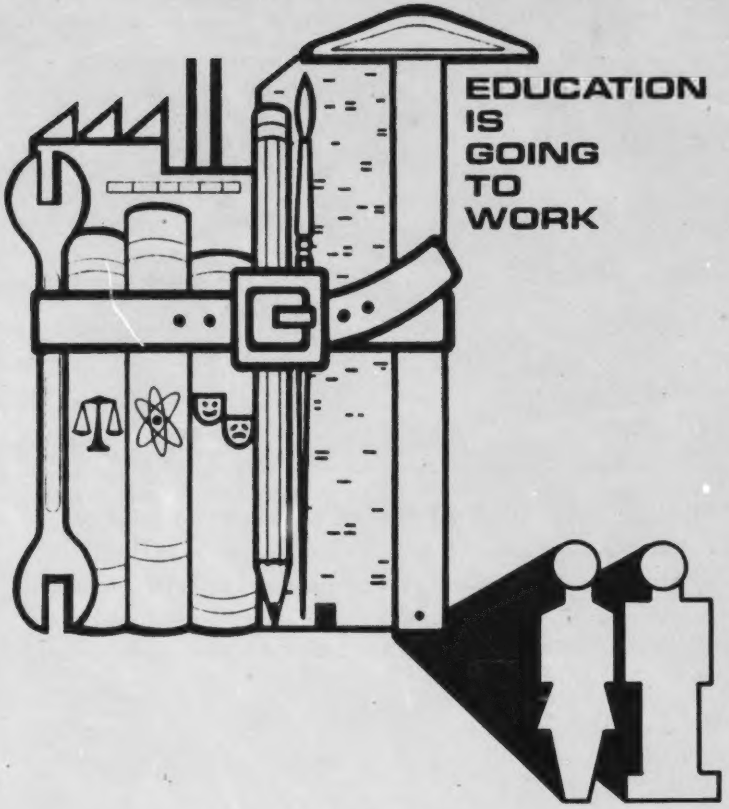

EDUCATION
IS
GOING
TO
WORK

Career Clarification Program Supplementary Unit:

CAREER EXPLORATION SELECTION

(Instructor's Edition)

Research For Better Schools
Philadelphia, Pennsylvania
1975

RESEARCH FOR BETTER SCHOOLS, INCORPORATED (RBS), is a private, non-profit educational research laboratory located in Philadelphia, Pennsylvania. CAREER EXPLORATION SELECTION is part of a series of curriculum and procedural materials developed by the RBS CAREER EDUCATION PROGRAM (Louis M. Maguire, Director) for a pilot project in experience-based career education (EBCE). Additional materials in this series include:

- CAREER GUIDANCE COMPONENT: GENERAL INFORMATION HANDBOOK
- CAREER CLARIFICATION PROGRAM
- JOB ANALYSIS

CAREER EXPLORATION SELECTION was prepared by Richard L. Spanier.
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Maybe He Can Get Away With It. Can You?

FOREWARD

This supplementary unit on Career Exploration Selection is to be used as part of Unit I of the *Career Clarification Program.* The unit is designed to assist students in selecting explorations by applying basic information-processing and decision-making skills learned in Unit I. The unit should be used prior to scheduling of second Career Explorations. Subsequently, it can be used as a regular part of the exploration scheduling process when scheduling is handled within guidance groups.

As a guidance instructor in the RBS Career Education Program, you will be participating in an educational innovation which utilizes community-based and occupationally-related experiences as complements to the learning activities offered in secondary schools. One of your duties will be to counsel students as they determine and select career interests which they wish to investigate. This unit, used in conjunction with the *Career Exploration Catalog** during group guidance sessions, facilitates student selection of Career Explorations.**

Career Exploration is a series of mini-courses, emphasizing actual work experiences, conducted at community resource sites. These community resource sites are organized according to occupational *clusters,* groupings of similar or related jobs, skills, activities, or organizations. Career Exploration may be scheduled for a quarter, a semester, a trimester, or any other division of the academic year. In choosing Career Exploration clusters, students select those community resource sites which will give them the opportunity to investigate personal career interests and plans.

---

*The *Career Exploration Catalog,* produced during the first program operational period and continually updated, provides information concerning the activities at each community resource in the Career Exploration program. Information on the preparation and maintenance of such catalogs is provided in the Appendix of the Career Guidance Component *General Information Handbook.*

**Since time for catalog preparation prior to the first program operational period is limited and since students begin career explorations at the beginning of program operations simultaneously with the Career Clarification Program, students will be unable to use these exercises for selection of their first career explorations. Instead, the counselors will determine and assign initial explorations based on student interests expressed when they enrolled in the career education program. Student selection of subsequent explorations will be made at least two weeks prior to the beginning of the next program operational period.

STUDENT SELECTION OF CAREER EXPLORATIONS: INFORMED DECISION-MAKING

Selection of a Career Exploration is an exercise in information-processing and personal decision-making. Students, with the aid of their guidance instructors, choose explorations which will provide opportunities for them to investigate their work-related interests and plans. Some students will make decisions quickly, as a result of long-standing interest in an occupation or because specific program summaries in the *Career Exploration Catalog* appeal to them. Other students require extensive counseling. The most important factors in selection of Career Explorations are the ability to express personal interests and values relative to work and the accuracy of the information pertaining to programs available at community resource sites. The *Career Exploration Catalog* provides students with accurate and up-to-date information for all community resources participating in the Career Exploration program. The exercises contained in this unit are designed to help students determine their personal work-related interests and values. Together the *Career Exploration Catalog* and the student exercises facilitate student selection of Career Explorations.

USING SELECTION OF CAREER EXPLORATIONS AS AN INSTRUCTIONAL STRATEGY

In a society which witnesses rapid growth and equally rapid decline in many occupational areas, it is important that students possess skills which enable them to make informed decisions regarding career choices. The RBS Career Education Program emphasizes the acquisition of information-processing and decision-making skills as a response to this aspect of occupational life. In addition, the program stresses student learning through experiences that are both problematic and central to their role as students. The selection of a Career Exploration is important as a supplement to the group guidance curriculum, the *Career Clarification Program,* which stresses information-processing and decision-making skills. Students are made aware of the need for certain pieces of information and a strategy for using that information to make decisions. In the group guidance curriculum, the use of information-processing and decision-making skills is extended beyond the confines of the program and into the working community.

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THE STUDENT EXERCISES

Four student exercises have been designed to aid students in choosing clusters by: (1) having them examine past experiences in terms of their likes and dislikes of people, things, data, and settings, and (2) having them consider the results of the *Self-Directed Search** in order to identify their interests, competencies, experiences, and self-concepts and match these to specific occupations available for exploration through the program.

In the first exercise, *Your Key to Career Clarification,* students are asked to review the things they liked and disliked about past resource-site experiences and are then asked to summarize their likes and dislikes. Students should be instructed to make general comments that will be applicable to other sites and not specific statements about the particular resource sites they have explored. For example, a student might have disliked working as a computer operator at ABC Industries. It is important that he or she state why this position at ABC Industries left a negative impression: e.g., the computer room was very noisy and overheated.

In the second exercise, *Using the Career Exploration Catalog,* students are directed to review the site descriptions in the catalog and list two resource sites that appeal to them and two that do not and state reasons for their opinions. The reasons that students give for placing resource sites in either category should be connected to the likes and dislikes they summarized in the first exercise. The last step in the exercise involves students in thinking about how they could profit from selecting a cluster they might dislike. At the conclusion of this exercise, time should be allowed for open discussion.

The third exercise, *Using the Self-Directed Search,* involves review of a completed exercise from the *Career Clarification Program.*** The students review the information about their occupational interests as measured by the *Self-Directed Search* and match it to the program's offerings. The job index of the *Career Exploration Catalog* is used to locate community resource sites which make available the occupations of interest. Students are asked to list the clusters in the program in which occupations of interest to them are explored and to narrow the list to the three clusters which interest them the most.

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*The *Self-Directed Search* (Palo Alto, Cal.: Consulting Psychologists Press, 1970) is part of a test battery which should be administered to students when they enter the Career Education Program. If it has not been administered as part of this test battery, it must be administered at the beginning of the *Career Clarification Program.*

**A copy of this exercise, *Maybe He Can Get Away With It. Can You?,* is included in the Appendix. This exercise should have been completed early in Unit I of the *Career Clarification Program* and stored in portfolios kept by the students for that program.

In the final exercise, *Choosing a Cluster,* students are asked to compare their lists from the second and third exercises. Based on these lists, students make decisions about the clusters they want to explore and state their reasons. If the same clusters appear on the lists from the second and third exercises, cluster selection will be easy. If the two lists are dissimilar, students may need counseling to help them make their choices.

Students should not be required to fill in all the spaces in the lists in each exercise Similarly, if students wish to list additional choices, they should be allowed to do so.

APPENDIX

STUDENT EXERCISES

1. *Your Key to Career Clarification*
2. *Using the Career Exploration Catalog*
3. *Using the Self-Directed Search*
4. *Choosing a Cluster*

Career Exploration Selection: Exercise One

Your Key To Career Clarification

You have been involved in a number of activities at community sites. Some you liked; others appealed to you less. Now, you are going to select a new cluster to explore. You have seen and been associated with people interacting with other *people*, working with a wide variety of *data* (ideas, numbers, plans), and using *things* (tools, machines, objects) to accomplish their tasks, in different settings (indoors, outdoors). Let's examine these activities to see if what you liked and what you didn't like will be useful in the selection of your next cluster.

Your present cluster is ______________________

Write down things you liked about people, data, things, and settings in your past and present explorations.

people ____

____

____

____

data ____

____

____

____

things ____

____

____

____

setting ____

____

____

____

Now, write down things from your explorations that you *did not like*.

people ______________________________

data ______________________________

things ______________________________

setting ______________________________

Summarize, in one sentence, your likes.

____

Now summarize your dislikes.

____

Career Exploration Selection: Exercise Two

Using The Career Exploration Catalog

This exercise involves the use of the Career Exploration Catalog. This resource guide describes activities that you can expect to be involved in at each of the resource sites. Look over these descriptions and write down two resource sites that appeal to you and two resource sites that do not appeal to you. Remember the likes and dislikes that you summarized in the first exercise.

I Like: 1.________________ and 2.________________,

because________________________________

______________________________________.

I Dislike: 1.________________ and 2.________________,

because________________________________

______________________________________.

In which clusters are the resource sites that appeal to you?

1.____________________ 2.____________________

In which clusters are the resource sites that do not appeal to you?

1.____________________ 2.____________________

Can you see any advantage to career decision-making in selecting a cluster that you think you might dislike?

____

____

____

____

____

____

____

Career Exploration Selection: Exercise Three

Using The Self-Directed Search

You completed the Holland *SELF-DIRECTED SEARCH* when you enrolled in the Career Education Program and matched the code number derived from this questionnaire with occupational titles in the *DICTIONARY OF OCCUPATIONAL TITLES* as an exercise in the *Career Clarification Program.* (See: *Maybe He Can Get Away With It. Can You?* in your Career Clarification Program portfolio). List below those occupations that interested you most.

____

____

____

By using the job index of the *Career Exploration Catalog,* try to locate resource sites and clusters that make available for study the occupations in which you are interested.

Occupation	Resource Site	Cluster
1.__________________	____________________	____________________
	____________________	____________________
	____________________	____________________
2.__________________	____________________	____________________
	____________________	____________________
	____________________	____________________
3.__________________	____________________	____________________
	____________________	____________________
	____________________	____________________

Write below the clusters that appear on your list.

Review all the resource sites that comprise the above cluster(s) and list the clusters that interest you the most.

Career Exploration Selection: Exercise Four

Choosing a Cluster

You have now examined clusters on the basis of:

(1) your likes and dislikes

(2) the *Self-Directed Search*

List the clusters you want to explore based on your likes and dislikes. (use responses to *Exercise 2.*) Remember, you *might* want to choose a cluster that does *not* appeal to you.

1.____

2.____

3.____

Now, list the clusters that you listed in *Exercise 3* that interest you the most as revealed by the *Self-Directed Search.*

1.____

2.____

3.____

Do any of the clusters appear in both lists? If they do, list them and go on to the next step.

1.____

2.____

3.____

If none of the clusters appear in both lists, see your guidance instructor.

From this list, choose the cluster that you want to explore next and give your reasons for choosing it.

Cluster ______________________________

Reasons for choosing the cluster ______________________________

____

____

____

____

____

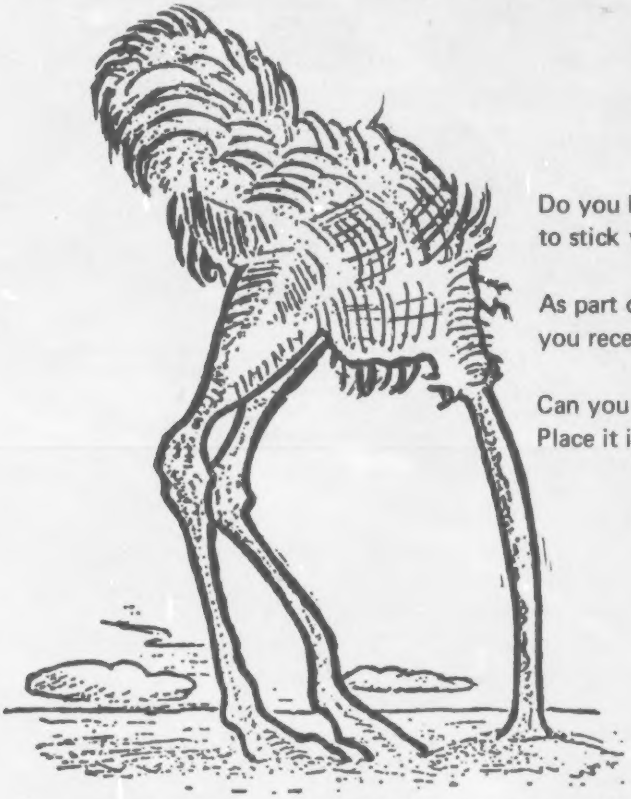
____

____

____

____

MAYBE HE CAN GET AWAY WITH IT. CAN YOU?



Do you know enough about yourself to stick your neck out . . . maybe not!

As part of the Self-directed Search, you received a three letter code.

Can you recall that code . . .? Place it in this box

The code identified the characteristics that distinguish you in terms of:

interests
competencies
experiences
self-concept

The code matches certain occupations best suited to these characteristis.

How many of your occupational areas can you recall?

Make a list of them here.

1.
2.
3.
4.
5.

By the way, the "head in the sand" legend has been exploded in zoological circles. An ostrich puts his head *on* the sand (not in it), to signal his resignation to unavoidable defeat. Not an altogether inappropriate image for the short-sighted career planner.

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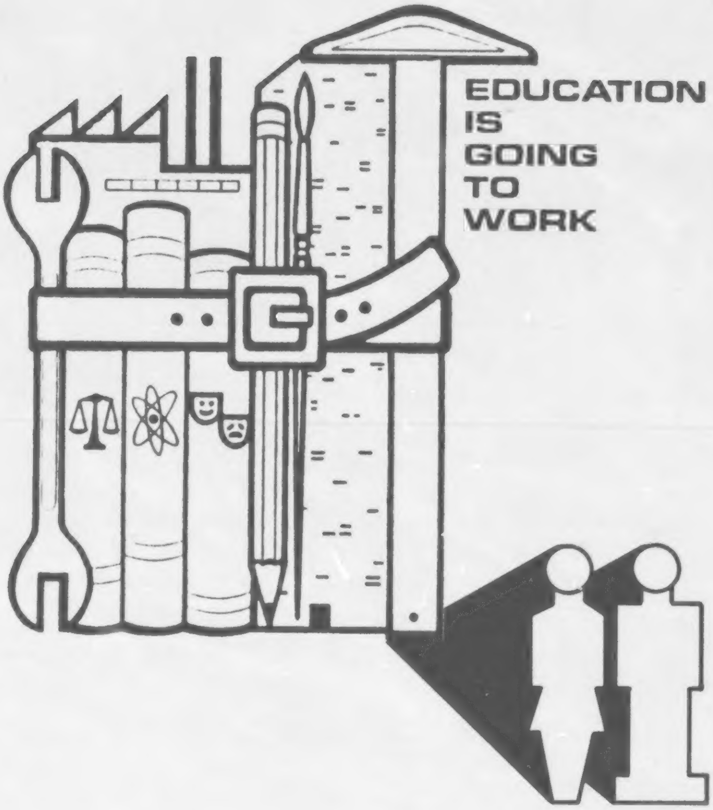
EDUCATION
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Career Clarification Program Supplementary Unit:

JOB ANALYSIS

(Instructor's Edition)

Research For Better Schools
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1975

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CAREER GUIDANCE COMPONENT:
GENERAL INFORMATION HANDBOOK

CAREER CLARIFICATION PROGRAM

CAREER EXPLORATION SELECTION

JOB ANALYSIS was prepared by Richard L. Spanier.
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Job Satisfaction

Asking Questions About Jobs

Practice 5 W's Card

FOREWARD

The students in the RBS Career Education Program will be exposed to many jobs as they participate in activities at community resource sites. The amount of information students receive can snowball and overwhelm them if they do not organize it systematically. The process of job analysis has been designed to help students organize the job information they receive at community resource sites. The process should not be viewed as a series of rigidly prescribed exercises. There are considerable opportunities for the students to emphasize their personal information needs. The objective information that each student collects is to be interpreted by the student in terms of personal job-related interests and values.

This supplementary unit on job analysis is to be used in conjunction with the *Career Clarification Program* (CCP). The unit is designed to help students organize the job information they receive at community resource sites to meet personal job-related interests and values. The exercises should be completed early in the *Career Clarification Program* before students visit many community resource sites.

ROLES

The job analysis process has been designed on the assumption that four major roles will be performed. The student assumes the role of information-gatherer. For each job that students investigate at resource sites, they are expected to obtain certain kinds of information. The role of information-giver is performed by the participants at each resource site. They must be aware of the sorts of information that the students will seek and be able to provide accurate answers or direct students to appropriate resources, people, or materials. The Career Guidance staff performs the role of facilitator. The staff must explain the job analysis process to students so that it is clearly understood and internalized. Members of the Career Development staff are responsible for informing community participants about student information needs and helping structure resource-site programs so that needed information is accessible.* Suggestions as to how this can be accomplished include:

1. creation of a "library" of materials related to the jobs explored at resource sites, including in-house materials, industry publications, and general occupational reference guides such as the *Occupational Outlook Handbook*;
2. exhibition of visual aids, such as employment graphs, salary schedules, and photo displays of workers at their jobs;
3. arrangement of meetings between students and groups of workers and managers; and
4. identification of workers interested in talking to students on a one-to-one basis.

---

*In some implementations of RBS Career Education, the staffs of the Career Guidance and Career Development components will be combined. In that event, only three groups will be involved in job analysis. In any case, it will be the responsibility of the Career Guidance staff member to ascertain that the process of job analysis is understood by community participants either through direct contact (where the roles are combined) or by training the members of the Career Development staff to explain the process to community participants.

MATERIALS

The materials for job analysis are intended for use at the counselor's discretion. They may be used exactly as they are or adapted to personal teaching styles and student learning styles. It is suggested that they be used as part of group guidance activities (e.g., with Unit One of the *Career Clarification Program*). The underlying premises of the materials are that accurate information about jobs is necessary for reaching tentative career decisions and is available at community resource sites where the jobs are actually performed, and that information obtained at community sites should be used by the student within the framework of personal values and interests. The 5 W's approach (which you may recognize from journalism classes you may have taken) has been adapted as the central feature of the job analysis process.

The 5 W's Card. It is suggested that students be required to fill out a 5" x 8" card listing answers for the five W's questions (who, what, where, when, why) for each of the jobs they explore at resource sites. The cards should be purchased and formatted by students before they go to resource sites. The format for these cards is shown in the student exercises which follow. It should be stressed to the students that the information that they put on the front of the card must be *objective. Subjective* reactions will be recorded on the back of the card. It should also be emphasized that the amount of information that can be put on a 5" x 8" index card is limited and that students should concentrate on the most important information and state it as concisely as possible.

The Student Exercises. The first exercise asks the students to reflect upon their own work experiences and to state what they like(d) and dislike(d) about them. They are then asked to comment generally on the sorts of things they would like or dislike in a future job. The responses are used in the second exercise in which students are asked to think of questions for each of the five W's which reflect their occupational concerns. Their questions should reflect the concerns they expressed in the previous exercises. Before the students go into the field to test the job analysis process, they are asked, in the final exercise, to fill out a 5 W's card with information about a job they know something about. If the students have not previously held jobs, they should be encouraged to fabricate one. This final exercise will give the counselor an opportunity to evaluate how well the students understand the job analysis process.

SUGGESTED ACTIVITIES

The 5 W's cards that students prepare can serve as the basis for a job information library. You might wish to make copies of the front side of each card to keep in a central file as a reference for all students to use in a variety of exercises. Students might be asked to give brief presentations about various jobs, speaking from 5 W's cards. Groups of students who have explored the same job might be asked to participate in a discussion comparing their views of that job and noting why opinions about jobs vary from student to student. Similarly, groups of students who have participated in different community resource-site programs might be formed to discuss their experiences and to stimulate interest in the jobs they explored. Students might be encouraged to explore alternative sources of job-related information, such as the *Dictionary of Occupational Titles*, the *Occupational Outlook Handbook* or the Vocational Information Computer System. When students indicate on the backs of the 5 W's cards that they would like to know more about a job, a career specialization can be arranged.

STUDENT EXERCISES

1. *Job Satisfaction*
2. *Asking Questions about Jobs: the 5 W's*
3. *Practice 5 W's Card*

Job Analysis: Exercise One

Job Satisfaction

Why are some people happy in their jobs and other people unhappy? Is money the reason? Job security? Authority? All of these? None of these?

Different people have different reasons for either enjoying or disliking what they do for a living. The most important thing about a job to some people is the salary, while others are more interested in the degree of freedom they have to decide what they will do and how they will do it.

Think for a minute about your own work experiences and about the things that you liked and disliked about your jobs. If you have not previously had a job, think about the sorts of work you do at home or in school.

Complete the statements below.

When I work at a job, these things make me happy: ____________________

When I work at a job, these things make me unhappy: ____________________

Now, think for a minute about the sorts of things that would make you happy or unhappy in your future jobs. Then complete the following statements.

The things that would make me happy in my next job are ____________________

The things that would make me unhappy in my next job are ____________________

The question is: How can you be sure that a specific job will satisfy you?

Job Analysis: Exercise Two

Asking Questions About Jobs

High school students, and even college students, often know very little about the range of opportunities available to them. As a result, their choices of jobs are sometimes made without considering alternatives or knowing as much as they should about the choices they have made. You will be given the chance to explore a great many jobs in the career exploration program. It will be your responsibility to obtain the information you will need to decide if any of the jobs you explore interest you enough to include them in your career plans. In order to get the information that you need for each of the jobs that you study, you can use a system designed to help you ask questions and use the answers to decide if the job will satisfy your interests and values.

The 5 W's

In journalism classes, students are often taught to ask five specific questions in order to get the facts to construct a complete news story. These questions, *who, what, when, where,* and *why,* are referred to as the 5 W's. You can use this strategy to collect information about the jobs that you explore in the career exploration program. The 5 W's can be used to obtain information about:

WHO – the level of education and/or the special abilities and aptitudes required to do the job properly

WHAT – the types of tasks that people in that job perform

WHEN – the hours that people in that job spend at work

WHERE – the type of place in which the job is performed

WHY – the salary, benefits, and possibilities for promotion that the job provides.

For each job that you explore, you will fill out a 5" x 8" index card on which you have listed the 5 W's. Leave plenty of space on these cards to record answers to each of the questions. On the back of the card you will list the sources of information you used to answer the questions. Sometimes these sources of information will be people and other times they will be written or audio-visual materials. In addition, you will explain why you liked or disliked the job and indicate if you would like to know more about it. Look at the sample card below.

Job ____________ Cluster ____________

who? ____________

what? ____________

when? ____________

where? ____________

why? ____________

Sources of information: ____________

I like this job because: ____________

I do not like this job because: ____________

I would like to know more about this job. ____________

On the front of the card you will first write the name of the job and the cluster (grouping of related jobs) to which it belongs. The second step is to think of the questions you want to ask for each of the 5 W's. In asking questions, concentrate on asking for the specific information that is important to *you.* For example, if you are interested in the type of job that requires a great deal of traveling, you might ask, "Will I be able to travel in this job? as a WHAT question. Look at the following examples. You will notice that each of the 5 W's questions is used to obtain facts about the particular job.

WHO?

WHO? Will I have to go to college to do this job? Is there pressure?

JOB Editor CLUSTER Communication

WHO? Editors must have a college degree in journalism or English. They must have excellent command of the language and work under pressure of deadlines.

Can you think of any other WHO questions you would ask? List them. (Think about the statements you made about the things you liked or disliked about your past jobs and the statements you made about what you would like or dislike about future jobs.)

WHAT?

WHAT? What are the main duties of the job? Will I be able to decide what I will do most of the time?

JOB Veterinary asst. CLUSTER Animal Resources

WHAT? Veterinary asst. helps the vet feed and care for animals. They often cut animal coats, trim claws and clean cages. In most cases, the vet assigns tasks.

Can you think of any other WHAT questions you would ask? List them. (Think about the statements you made about the things you liked or disliked about your past jobs and the statements you made about what you would like or dislike about future jobs.)

WHEN?

WHEN? Would I have to work at night? Are there seasonal layoffs?

JOB Police officer CLUSTER Law and justice

WHEN? Police officers work in shifts. They may work during the day one week and at night the next. The job is year-round.

Can you think of any other WHEN questions you would ask? List them. (Think about the statements you made about the things you liked or disliked about your past jobs and the statements you made about what you would like or dislike about future jobs.)

WHERE?

WHERE? Will I be able to work in a quiet place that is well-lit?

JOB Dental Asst. CLUSTER allied health

WHERE? Dental technicians work in laboratories or in dentists offices. Proper light and ventilation are important. Frequent noise of drills and grinders.

Can you think of any other WHERE questions you would ask? List them. (Think about the statements you made about the things you liked or disliked about your past jobs and the statements you made about what you would like or dislike about future jobs.)

WHY?

WHY? How much money can I make? Can I be promoted to another job from this one?

JOB Insurance Underwriter CLUSTER Consumer Service

WHY? The salaries of insurance underwriters with region of the country and size of company. A safe estimate of salary range is $10 to $15,000. They receive liberal benefits and frequently advance to managerial positions.

Can you think of any other WHY questions you would ask? List them. (Think about the statements you made about the things you liked or disliked about your past jobs and the statements you made about what you would like or dislike about future jobs.)

After you have determined the questions you want to ask, you will be able to go to a resource site where the resource-site coordinator will answer your questions. If the coordinator cannot answer your question, he/she will direct you to another person at the site or to reference materials where the answer can be found.

On the back of each 5 W's card, list the sources which provided information, explain what you liked and disliked about the job, and indicate whether or not you would like to know more about it. In listing your sources of information, be sure to include the coordinator's name and the name of the site; for example, James Jones—Inland Manufacturing Co. If you obtained the information from written or audio-visual materials, be sure to include the title of the book, magazine, film, etc., and state where you were able to find it. When you describe why you liked or disliked the job, be as specific as possible. Avoid descriptions such as, "It was boring" or "It was very exciting." Describe your reactions in terms of the questions that you asked. For example, you might not like a job because it requires workers to stand in the rain for long periods of time. Finally, place a checkmark next to *agree* or *disagree* if you would like to know more about the job or if you would not be interested in learning anything else about it.

You will be asked to keep these cards in your student portfolio. It will be a source of information for you to consult whenever you wish and will also be used by your instructor in some of the guidance activities.

Job Analysis: Exercise Three

Practice 5 W's Card

Think of the 5 W's questions you would like to ask at the community resource site and list them below.

WHO?

WHAT?

WHEN?

WHERE?

WHY?

When you are at the site, you will have to remember these questions. Now, fill out the blank 5 W's card on the next page for any job that you feel you know something about. If you cannot think of any job that you know about, make one up.

JOB ______________________ CLUSTER ______________

WHO? ______________________________

WHAT? ______________________________

WHEN? ______________________________

WHERE? ______________________________

WHY? ______________________________

SOURCES OF INFORMATION ______________________

I like this job because ______________________

I do not like this job because ______________________

I would like to know more about this job. Agree _____ Disagree _____